AMITY REGIONAL

HIGH SCHOOL

PROGRAM OF STUDIES

2026-2027

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Amity Regional High School

Amity Regional High School Administration

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Amity Regional High School Counseling Department

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Amity Regional High School

Dear Students and Parents/Guardians:

This Program of Studies contains a wealth of information to help students plan their high school course of study. It contains important information about programs, courses, and requirements set forth for students at Amity Regional High School. It was created with input from administrators, counselors, department chairs, and teachers, and represents our best effort to articulate expectations for our students.

Students and parents should consider ability, interests, future career paths, and graduation requirements as part of the course selection process. We also ask that you consider balance when making your choices. Consider the time you will need to invest in your studies along with the time you spend on other important extracurricular activities. You should consult with your teachers and school counselor regarding course selection for the 2026-2027 school year.

Course Registration Process and Timeline 2026-2027 School Year

Our master schedule is built off of course requests so careful consideration should be made when making your selections. Here is the timeline for the Course Registration Process for the 2026-2027 school year:

Mid– January– February 2– All teachers have entered course recommendations
January-February– Students meet with their counselors for academic advising
February 12– Students enter course requests and parent verification begin
February 27– Student and parent course requests and approvals are due. THIS IS THE DEADLINE FOR ALL WAIVERS
March 19– Deadline for counselors to approve course requests and update any waivers
April– Master schedule is built
May 26– Limited information schedules released
June– The last day of school will be the last day to make any changes to your schedule
August– Final schedules will be released

Amity Regional High School

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Amity Regional High School

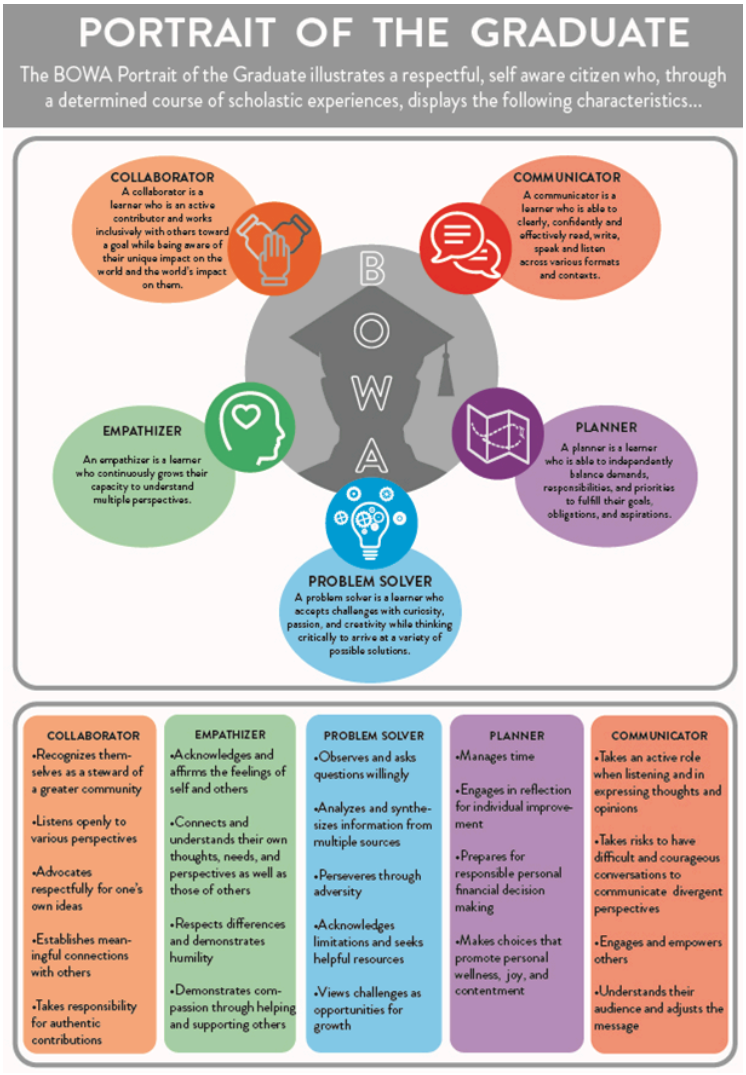
Amity Regional High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary through collegiate institutions offering post-graduate instruction.

NEASC Accreditation Statement

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Amity Regional High School


PORTRAIT OF THE GRADUATE
The BOWA Portrait of the Graduate illustrates a respectful, self aware citizen who, through a determined course of scholastic experiences, displays the following characteristics...
COLLABORATOR
A collaborator is a learner who is an active contributor and works inclusively with others toward a goal while being aware of their unique impact on the world and the world's impact on them.
COMMUNICATOR
A communicator is a learner who is able to clearly, confidently and effectively read, write, speak and listen across various formats and contexts.
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W
A
EMPATHIZER
An empathizer is a learner who continuously grows their capacity to understand multiple perspectives.
PLANNER
A planner is a learner who is able to independently balance demands, responsibilities, and priorities to fulfill their goals, obligations, and aspirations.
PROBLEM SOLVER
A problem solver is a learner who accepts challenges with curiosity, passion, and creativity while thinking critically to arrive at a variety of possible solutions.
COLLABORATOR
•Recognizes themselves as a steward of a greater community
•Listens openly to various perspectives
•Advocates respectfully for one's own ideas
•Establishes meaningful connections with others
•Takes responsibility for authentic contributions
EMPATHIZER
•Acknowledges and affirms the feelings of self and others
•Connects and understands their own thoughts, needs, and perspectives as well as those of others
•Respects differences and demonstrates humility
•Demonstrates compassion through helping and supporting others
PROBLEM SOLVER
•Observes and asks questions willingly
•Analyzes and synthesizes information from multiple sources
•Perseveres through adversity
•Acknowledges limitations and seeks helpful resources
•Views challenges as opportunities for growth
PLANNER
•Manages time
•Engages in reflection for individual improvement
•Prepares for responsible personal financial decision making
•Makes choices that promote personal wellness, joy, and contentment
COMMUNICATOR
•Takes an active role when listening and in expressing thoughts and opinions
•Takes risks to have difficult and courageous conversations to communicate divergent perspectives
•Engages and empowers others
•Understands their audience and adjusts the message

Portrait of the Graduate

A Portrait of the Graduate outlines the skills, knowledge, and dispositions that students across all grade levels should have. It is a promise that our educators make to ALL our students to prepare our students for the world beyond school. Additionally, a Portrait of the Graduate should reflect what our community values for our graduates.

A well-constructed Portrait of the Graduate is often compared to the North Star – serving as our compass guide to both a beginning and an end to our work as educators.

Amity Regional High School

Graduation Requirements– Class of 2027 and beyond

Humanities Credits	9 Credits Total
English	4 Credits
Social Studies (including civics)	3 Credits
Visual and Performing Arts	.5 Credit
Humanities Electives- English, Visual and Performing Arts, Social Studies Or World Language (beyond 1 year)	1.5 Credits

Science, Technology, Engineering and Math	9 Credits Total
Mathematics	4 Credits
Science	3.5 Credits
Financial Literacy	.5 Credit
Career and Technology	.5 Credit
STEM Electives- Math, Science, or CTE Electives	1 Credit

Other Required Credits	7 Credits Total
World Language	1 Credits
Physical Education/Wellness	1.5 Credits
Health	1 Credit (9th grade health required)
Any Electives	2.5 Credits
Portrait of the Graduate Portfolio	.5 Credit
Senior Authentic Learning Experience	.5 Credit

TOTAL	25 Credits

In addition to the above requirements, students are required to carry a minimum of 6 full credits per semester to maintain full-time student status and matriculate toward earning a high school diploma.

Per Public Act 23-204 and Board of Education Policy 6148, graduating students must have completed a Free Application for Federal Student Aid (FAFSA) or completed a waiver, on a form prescribed by the Connecticut State Department of Education (CSDE)

Amity Regional High School

College Admission Requirements

Meeting high school graduation requirements does not guarantee admission to college. Colleges and universities often have stricter or additional requirements, which may vary depending on the school or program.

Key Differences:

•World Language: While only 1 year is required to graduate, most colleges recommend 2–3 years of the same language; highly selective schools may prefer 4 years.

•Math: Graduation requires 4 credits, but many colleges expect students to complete through Algebra II or higher. STEM programs may prefer Pre-Calculus or Calculus.

•Science: Graduation requires 3.5 credits, but many colleges expect Biology, Chemistry, and Physics as a baseline. Competitive programs may look for 4 years of lab sciences.

•Electives: Colleges look for rigor; advanced courses such as AP, honors, or dual enrollment strengthen applications.

•Beyond Credits: Colleges also weigh GPA, standardized tests (if required), essays, extracurriculars, and recommendations.

General College Admission Guidelines:

While exact requirements vary by institution, the following are typical expectations for admission into a 4-year college:

•English: 4 years

•Math: 3–4 years (Algebra I, Geometry, Algebra II, higher math encouraged)

•Science: 3–4 years (incl. at least 2 lab sciences: Biology, Chemistry, Physics recommended)

•Social Studies: 3–4 years (including U.S. History)

•World Language: 2–3 years of the same language (more for competitive schools)

•Arts: 1 year recommended

Students should plan coursework strategically to meet both graduation and post-secondary goals. Counselors conduct annual academic advising meetings with their students to discuss these.

*The worksheet on the next page is designed to help you plan your 4 year program.

Amity Regional High School

Mastery Based Diploma Assessment

For ARHS students in the Class of 2027 and beyond will need to earn:

.5 credit for the Portrait of the Graduate Portfolio Assessment

.5 credit in an authentic learning experience--Independent study, SIP, UELP. Every student will finish coursework by the UELP start date (all students must participate in one of the above programs to earn the .5 credit).

*** This credit will be P/F and will NOT be included in G.P.A.**

A mastery-based diploma credit ensures accountability that all students are prepared for college, career, and civic life through multiple and flexible pathways for learning. Mastery-based learning places emphasis on rigorous college and career learning competencies and quality instruction and curriculum drawn from state graduation requirements and state content standards. It is intended to emphasize learning based on authentic experiences and the application of critical knowledge that students use in school, the community, or online.

Juniors will participate in a culminating activity that celebrates their POG journey through Amity Region 5. As part of earning one-half of their mastery-based graduation credit, juniors will develop a presentation that highlights how they have grown over the years in relation to the five POG characteristics. Eleventh-grade students will deliver their presentations to teachers and staff from throughout the district.

Students will also need to earn one-half of their mastery-based graduation credit in an authentic learning experience, which could include the Unpaid Experiential Learning Program (UELP) or Senior Summit. The credit earned for the Mastery-Based Diploma Assessment will be P/F and will NOT be included in a student's G.P.A.

Amity Regional High School

Area of Study	Requirement	Grade 9	Grade 10	Grade 11	Grade 12
Humanities 9 Credits	English - 4 credits	English I	English II	English III or AP Lit and Comp.	Senior Electives
	Social Studies- 3 credits (including Civics)	World History	Modern American History or AP US History	American Gov't and Economic Policy or AP US Gov't	
	Visual and Performing Arts- .5 credit				
	VPA, Social Studies, World Language (beyond 1 year), or English electives- 1.5				
STEM 9 Credits	Math- 4 credits				
	Science- 3.5 credits				
	Career and Technology Education- .5 credit				
	Financial Literacy- .5 credit		Financial Literacy		
	Math, Science, or CTE Electives- .5 credit				
World Language 1 credit	Chinese, French, Latin, or Spanish- 1 credit				
Physical Education/ Wellness 1.5 credit	Physical Education- 9, 10, 11- 1.5 credit (PE grade 9- .5 credit PE grade 10 and 11- .66 each year)	PE 9	PE 10	PE 11	
Health 1 credit	Health 9- .5 credit Other Health electives- .5 credit	Health 9			
Electives 2.5 credits					
Portrait of the Graduate	Portrait of the Graduate Portfolio- .5 credit			POG portfolio	
Senior Authentic Learning Experience	Unpaid Experiential Learning Program- .5 credit				UELP
Total Credits=25					

Ability Grouping and Level Descriptions

A core responsibility of Amity educators is to recommend instructional levels that best support each student's learning needs. Level recommendations are based on a combination of demonstrated ability, academic performance, classroom engagement, and assessment data. The goal of the district's program is to provide a broad spectrum of learning experiences through multiple instructional levels, ensuring that all students are appropriately challenged and supported.

Level H (Honors): Level H courses provide the most rigorous academic experience and are designed for students who demonstrate superior scholarship, advanced reasoning, and independent learning skills. Instruction emphasizes analysis, synthesis, abstract reasoning, and critical thinking. Many Level H courses are conducted at a pace comparable to college-level coursework, and some include preparation for Advanced Placement (AP) exams.

Level 1: Level 1 courses offer a comprehensive and challenging curriculum that emphasizes mastery and evaluation of content. Students strengthen abstract reasoning, critical thinking, and independent learning skills while applying new concepts to meaningful contexts. Some Level 1 courses may include preparation for AP exams.

Level 2: Level 2 courses provide a challenging and comprehensive curriculum that develops abstract reasoning, problem-solving, and critical thinking skills. Instruction introduces students to independent learning activities and is appropriate for students demonstrating above-average academic ability.

Level 3: Level 3 courses emphasize the effective use of current skills while building conceptual understanding and foundational academic competencies. These courses provide a solid foundation for continued academic growth and preparation for post-secondary education.

Level E (Electives): Level E elective courses are designed with objectives and activities appropriate for all students. These courses offer broad access to content and receive the same weight in calculating weighted grade point average (WGPA) as Level 2 courses.

Combined Level Courses: To promote greater heterogeneity, Amity Regional High School offers selected combined level courses. In these courses, students contract for an academic level. Teachers differentiate instruction, modify expectations, and calibrate assessments according to each student's contracted level, allowing for a personalized learning experience within a shared classroom environment.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

The college-bound student athlete must meet academic and core course requirements in order to qualify for Division I or II college athletic eligibility. If you are a student athlete interested in participating in collegiate athletics at the aforementioned levels, see your counselor for updated and specific information regarding the NCAA Eligibility Guidelines.

In-depth description of NCAA requirements and policy is available in the NCAA Eligibility Center's *Guide for the College-Bound Student Athlete*, which is published on an annual basis. Here is the 2025-2026 guide:

https://s3.amazonaws.com/fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf

When should a student register with the NCAA Eligibility Center?

When the NCAA Eligibility Center redesigned its registration website at www.eligibilitycenter.org , one of the most significant enhancements was the creation of the profile account.The profile account gives college-bound student-athletes the opportunity to make the best decision about their college choices earlier in their high school careers. Students may now choose from the Academic and Amateurism certification account for those wanting to attend and compete at Division I and II schools, or a free profile account for those attending Division III schools and students who are not yet sure at what school they want to attend and compete.

Registration for a profile account is free and easy. Students should expect 10 to 20 minutes to complete a profile account. Also, if a student with a profile account decides to compete at the Division I or II level, they can easily transition their profile account to a certification account. (A registration fee of $110 (domestic/Canada) or $170 (international) is required to begin the certification process.) Students can and should register for a free profile account at any time.

What requirements do I need to satisfy in order to be able to receive scholarship money, practice, and compete at an NCAA Division I or II college or university?

You need to complete the following:
1. Register with the NCAA Eligibility Center and create an Academic and Amateurism Certification account
2. Graduate from high school;
3. Complete a minimum of 16 (for both Division I and Division II) core courses. An updated list of core courses offered at Amity is available here - https://web1.ncaa.org/hsportal/exec/hsAction (Amity High School's code is 070965)
3. GPA: Present the required minimum grade-point average (GPA): generally 2.3 core-course GPA for D1 and 2.2 core-course GPA for D2
4. Test Scores: In January 2023, NCAA Divisions I and II adopted legislation to remove standardized test scores from initial eligibility requirements. Check with the NCAA school you plan to attend regarding whether standardized test scores are necessary for admission or scholarship requirements.
5. Complete the amateurism questionnaire and request final amateurism certification.
6. Make sure that you have completed and returned the signed transcript release form to your counselor.

NCAA Division I Requirements:

http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/DI_ReqsFactSheet.pdf

NCAA Division II Requirements:

http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/DII_ReqsFactSheet.pdf

*Please check with your counselor regarding core courses that may not be NCAA approved. For example: Communications I, Literature and Music, Math Concepts, Integrated Math I, II, III, Applied Exercise Science, Nutrition, Impacts and Issues, Adapted Science, Forensics and Subtropical Ecosystems in Bermuda DO NOT meet eligibility requirements for NCAA approval under core courses.

Policy on Level Waivers

Teachers make course level recommendations for each student according to specific criteria. With parent permission, students may waive up or down one level only from the teacher recommended level. In some cases, students may be required to take an assessment prior to requesting the waiver. The decision to waive up or down should be subject to careful consideration and in collaboration with counselors, teachers, and department chairs.

Summer Assignments

Many Advanced Placement (AP) and Honors levels require the completion of special summer reading assignments. Students are to obtain summer assignments for the courses on the school website. Summer work can be found under the Students tab. This information is updated by the end of the prior school year. If your course is not listed, then no summer work is required. If you have any difficulty accessing summer work, you can reach out to the main office.

ADVANCED PLACEMENT COURSES

A program of college level curricula and examinations is available to qualified students in grades 10, 11, and 12. The College Board offers over 30 college-level courses. These courses follow a rigorous college curriculum. Most also have a summer assignment requirement. Students who enroll in AP courses are encouraged to take the AP exam for that course. Amity offers Advanced Placement courses in the following subject areas:

Visual and Performing Arts	***Capstone***	***History and Social Studies***
Art History	Seminar	Psychology
Music Theory		
Studio Art 3D Design	Research	United States History
Studio Art: 2D Design	***English***	United State Government and Politics
	English Literature and Comprehension	
	English Language and Comprehension	

Mathematics / Computer Sci	***World Language***	***Science***
Calculus AB	French Language and Culture	Biology
Calculus BC	Spanish Language and Culture	Chemistry
Statistics	Spanish Literature and Culture	Environmental Science
Computer Science Principles	Latin	Physics I
Computer Science A	Chinese Language and Culture	Physics C

Concurrent Enrollment:

Yale/Southern CT State University Partnership/Gateway Community College Partnership
Juniors and seniors may enroll in one undergraduate course at Yale University, Southern CT State University or Gateway Community College as part of the partnership programs Amity High School has with these institutions. These programs are designed to allow students to complete graduation requirements at Amity while broadening their educational experience at the college level. With assistance from the Amity Counseling Department, partnership applications are made to Yale, SCSU or Gateway prior to the semester. Students are responsible for transportation to/from these college campuses.

Dual Enrollment Courses
Dual enrollment classes allow high school students to take college-level courses and earn both high school and college credit simultaneously. These classes provide an opportunity to experience college academics while still in high school, helping students get a head start on their postsecondary education. Dual enrollment can enhance a student's academic record, save on college tuition costs, and provide a challenging and enriching learning experience. Students need to research college/university acceptance of transfer credit.

Amity Regional High School has partnered with several institutions to offer dual enrollment opportunities. Teachers must apply as adjunct faculty and meet the specific requirements set by each partnering institution. As a result, dual enrollment courses are teacher-specific and may vary from year to year. In the course descriptions, we have indicated which classes may be available for dual enrollment. Students enrolled in eligible courses at ARHS will receive information about how to register for college credit at the start of the class, should they choose to participate.

University of Connecticut:
UConn Early College Experience (UConn ECE) provides academically motivated students with the opportunity to take university courses while in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head start on a college degree and other post-secondary opportunities. UConn ECE Instructors are high school teachers certified by the University and affiliated with their corresponding academic department. UConn ECE Instructors foster independent learning, creativity, and critical thinking - all important for success in college and careers. [School name] offers UConn courses in [discipline(s)]. To support rigorous learning, University of Connecticut academic resources, including library and online classroom access, are available to all UConn ECE Students.

ECE students must successfully complete the course with a grade of C or better in order to receive university credit. Students are charged per credit plus a university fee per course. For additional information visit: www.ece.uconn.edu

The University of Bridgeport's Concurrent University Enrollment (CUE) program offers an exciting opportunity for high school students to start earning college credits. Students can earn credits by enrolling in approved classes taken at their high school. Once they have successfully completed a CUE

program course, they will receive academic credit that is equal to the completion of the same course taught at UB at a greatly reduced price. For more information about the program, visit - https://www.bridgeport.edu/academics/cue

Sacred Heart University: Early College Experience (ECE): students who attend one of SHU's partner high schools have the opportunity to enroll in SHU-approved college-level courses which are taught on their school campus during the school day. Students benefit from a reduced tuition rate. In addition, high school students in the Early College Experience program, who are eligible for free or reduced-priced meals, are eligible for a tuition waiver. Students who successfully complete courses in the ECE program will receive SHU college credit. These credits may also be transferred to other higher education institutions at their discretion, based on their transfer credit policies.

COLLEGE CREDIT COURSE OFFERINGS 2026-2027

Department	Amity Course	UConn - ECE	University of Bridgeport	Sacred Heart University
CTE	Entrepreneurship		BUAD 210X Foundations of Entrepreneurship	
	Intro to Tech Drafting		MEEG 112 Engineering Graphics and CAD	
English	College Writing and Research		UB ENGL 101 Academic Writing	
	Philosophy	PHIL 1101 Problems of Philosophy		
VPA	Understanding Film			CM 201 Intro to Film Studies
	Filmmaking III			CM 221 Digital Film and Video Production I
Math	Calculus		MATH 110 Calculus and Analytic Geometry	
	Algebra III with Trigonometry			MA 106 College Algebra

	Pre-Calculus			Pending approval
	Elementary Discrete Mathematics	MATH 1030Q Pending approval		
	Mathematics for Business and Economics	MATH 1070Q Pending approval		
	AP Statistics		MATH 203 Elementary Statistics	
Physical Education	Exercise Science			Pending approval
	Nutrition			Pending approval
Science	AP Chemistry	CHEM 1127Q General Chemistry I and 1128Q General Chemistry II		
	AP Environmental Science	NRE 1000E Environmental Science		
Social Studies	AP Psychology		PSYC 103 Intro. To Psychology	
	African American/Black and Puerto Rican/Latino Studies LH			HI 225 African-American History
World Languages	AP French IV	FREN 3250 Global Culture		
	AP Latin IV	CAMS 3102 Topic in Advanced Latin		
	Spanish V	SPAN 3178 Intermediate Spanish and Composition and SPAN 3179 Spanish Conversation: Cultural Topics		
	Chinese IV	CHIN 1114 Intermediate Chinese II		
	Chinese V	CHIN 3210 Chinese Composition and Conversation and CHIN 3211 Chinese Composition and Conversation II		

	AP Chinese Language and Culture	CHIN 3210 Chinese Composition and Conversation and CHIN 3211 Chinese Composition and Conversation II)		
Electives	If You Love It, Teach It	EDCI 1100 If You Love It, Teach It		
	Introduction to Special Education	EPSY 1100 Introduction to Special Education		

Please note that dual enrollment courses are instructor-specific. As such, these courses may not be offered each year.

New courses may be offered as opportunities arise.

Pupil Services, Related Services, and Specialized Instruction

The Department of Pupil Services provides comprehensive services to students at Amity High School including academic, counseling, and multiple related services. These services are recommended through the Planning and Placement Team process which develops an Individualized Education Program (IEP).

Special education and related services are designed to meet the individual needs of the student in order to provide access and support to the education curriculum. This ensures that students at Amity Regional High School receive a free and appropriate public education.

Special education and related services are provided to students who have been identified through the Planning and Placement Team. An Individualized Education Program (IEP) is developed to support the needs of the individual student.

The Pupil Services Department at Amity Regional High School consists of the following staff:

Board Certified Behavior Analyst
Occupational Therapist
Para-educators
Physical Therapist
Registered Behavior Technicians
School Counselors
School Nurses
School Psychologists
School Social Workers
Special Education Teachers
Speech and Language Pathologists

Questions or comments about Pupil Services, Specialized Instruction, and/or related services should be directed to Jaime Guthrie, Coordinator of Pupil Services or H. Tom Brant, Director of Pupil Services.

Amity Regional High School

Career Clusters

In an effort to enhance each student's career awareness, the Connecticut Department of Education has identified Career Clusters.The clusters are occupations/career areas that share common knowledge and/or skills for career success.Amity High School offers a wide variety of courses that provide a foundation of knowledge for each career area.Below are suggested courses to take for specific career clusters, although many courses can cross multiple career areas.It is recommended that students use this chart as a point of reference when conferencing with his/her school counselor about appropriate course selection and post-secondary planning. Math and English skills are necessary for future success in all areas.

For a link to the CT Career Paths guide (A guide to career strategies, job advice, education, training, wages, job descriptions, along with local, statewide, and online resources), visit: Connecticut Career Paths 2025.pdf

Career Cluster ARHS courses	**Possible Career**	**Possible College Major/Certification**
Advanced Manufacturing Intro to Tech Drafting 3D CAD Modeling Manufacturing I,II Arts and Metals Engineering Design I,II Physics Science, Tech and Eng.	Production Manager Machinist Chemical Technician	Engineering (materials, mechanical) Operations Management Manufacturing Management
Construction Exploring Tech Ed Intro to Tech Drafting 3D CAD Modeling Architectural Drafting Construction I, II Advanced Carpentry Manufacturing I, II Arts and Metals	Architect Civil Engineer Electrician Carpenter Pipefitter Welder Plumber HVAC technician	Architecture Civil Engineering Construction Management Manufacturing Technology HVAC Electrician Carpenter
Supply Chain and Transportation Know Your Car Auto Maintenance Adv. Auto Tech	Air Traffic Controller Pilot Auto Mechanic Distribution Manager Truck Driver	Aviation Management Automotive Engineering Tech Business Administration Transportation Management

Physics Sci, Tech, and Eng.	Transportation Manager	
Arts, Entertainment, and Design AP Studio Art 2D Studio Art I, II, III Filmmaking I, II Digital Media Technology Digital Art Intro to Graphics Intro to Art History Screen and Specialty Printing Theatre, I, II,III Technical Theater Music Theater Workshop Voice Electronic Music Studio Recording Music Theory Journalism Broadcast Journalism Strings Concert Band Symphonic Wind Ensemble Concert Choir, Honors Choir Concert Orchestra Symphony Orchestra Chamber Orchestra	Graphic Designer Journalist Film Producer Director Photographer Musician Singer AV Technician	Graphic Design Communications Director Audio Engineering Media Production Film and Media Studies
Hospitality, Events, and Tourism Culinary Essentials Adv. Culinary I,II International Cuisine	Hotel Manager Travel Agent Tour Guide Chef Event Planner Fundraiser	Hospitality Management Culinary arts Event Management
Financial Services Statistics Financial Literacy Accounting I, II Economics	Financial Analyst Accountant Auditor Insurance Analyst Claims Adjuster Actuary Loan officer Personal Financial Advisor Securities Agents	Finance Economics Accounting Risk Management Actuarial Science Finance Administration Business Administration

	Banker Tax preparer	
Education Psychology LE, AP Communication, I, II If You Love It, Teach It Intro. To Special Education Unified PE Unified Science Unified VPA	Teacher Administrator Teaching Assistant	Elementary or Secondary Education Educational Leadership Child Development
Healthcare and Human Services Psychology LE, AP Sociology It's the Law Communications I,II Nutrition Human Anatomy AP Biology Exercise Science CNA Training Program	Nurse Physician Nurse Practitioner Physician Assistant Medical laboratory technician Physical Therapist Dental Hygienist Home health aid Medical Assistant Paramedic Pharmacist	Nursing Pre-Med Health Sciences Exercise Science Pharmacy
Public Service and Safety It's the Law Critical Issues Sociology Psychology LE, AP Communications I, II Journalism	Police Officer Firefighter Paralegal Lawyer Correctional Officer Probation Officer Dispatcher Construction Inspector Statistician Anthropologist	Criminal Justice Fire Science Paralegal Studies Pre-Law Political Science Emergency Management Construction Management
Agriculture Nutrition Exercise Science Environmental Science AP Environmental Science	Environmental Scientist Veterinarian Agricultural Scientist Farmworkers Forester Microbiologist	Environmental Scientist Agricultural Engineer Pre-Vet Microbiology Forestry
Energy and Natural Resources Chemistry AP Chem Physics AP Physics I/C	Renewable Energy Technician Power Plant Operator Nuclear Technician Materials Engineer Environmental Engineer	Environmental Engineering Physics Engineering Technology

Environmental Science AP Environmental Science Engineering Design I, II Engineering Drafting Intro to Tech Drafting Impacts and Issues	Microbiologist Physicist	
Digital Technology Web Design Digital Media AP Comp. Sci A AP Comp. Sci Principles Computer Applications Intro to Computing Inter. Computing Intro to Graphics	Cybersecurity Analyst Software Developer Programmer Network Administrator Computer and Information Systems Manager Web Designer Web Developer	Cybersecurity Computer Science Information Systems Web Development Digital Media
Marketing and Sales Marketing Interior Design Communications I,II	Sales Representative Market Research Analyst Retail Manager Event Planner Real Estate Agent/Broker Wholesale and retail buyers Customer Service Representative	Marketing Business Administration Event Management Statistics Real Estate Studies
Management and Entrepreneurship Marketing Entrepreneurship Accounting I Advanced Accounting Financial Literacy	Human Resource Manager Marketing Business Management Analyst Administrative Assistant Operations Manager Compliance Officer Public Relations Manager	Human Resource Management Business Management Public Administration Communications

Health Sciences- Certified Nursing Assistant Pathway

The Health Sciences Pathway prepares students for careers in healthcare and human services by combining academic coursework with hands-on, real-world learning experiences. Students develop an understanding of human health, patient care, safety, and professionalism while gaining transferable skills valued across many careers. This pathway supports informed decision-making and provides a strong foundation for college programs, industry certifications, and entry-level healthcare employment.

Sample Occupations				
No college degree required	2 year degree or certification needed	4 year degree/certification needed	Master's Degree/Advanced Degree needed	Professional Degree
Home health aide Personal Care aide Pharmacy Technician Patient care technician Certified Nursing Assistant (CNA)	Licensed Practical Nurse (LPN) Medical Assistant Phlebotomist Emergency Medical Technician (EMT) Paramedic Radiologic technician Veterinary Technician	Registered Nurse (RN) Public Health Educator Health Services Manager Dietician/nutritionist	Nurse Practitioner Physician Assistant Nurse Educator Clinical Nurse Specialist	Physical Therapist Pharmacist Physician: -Family Medicine -Dentist -Psychiatrist -Optometrist Surgeon

ARHS Courses to Consider:

Students will continue to take all courses required for graduation. The following courses may be recommended to support the career pathway.

Biology/AP Biology	Physics	Statistics/AP Statistics
Anatomy and Physiology	Psychology/AP Psychology	
Chemistry	CNA Training Program	

Work-Based Learning

ARHS Programs: Career Fair- grade 10, Guest Speakers, Trades Fair Week (Medical), UELP- grade 12
Community: part-time job/volunteer at healthcare facility, hospital, senior center, Red Cross

Pathway Related Extra Curricular Experiences

ARHS Clubs: Elders Helper Club, HOSA

Other Resources

explorehealthcareers.org
www.ctnursinggudie.com
CT Career Paths: Connecticut Career Paths 2025.pdf

Education Pathway

The Education Pathway prepares students for careers in teaching, education support, and related professions by combining academic coursework with real-world learning experiences. Students develop an understanding of child and adolescent development, instructional practices, and the role of educators while gaining transferable skills valued across many careers. This pathway supports informed decision-making and provides a strong foundation for college programs in education and human services.

Sample Occupations			
No college degree required	2 year degree	4 year degree/certification needed	Master's Degree/6th year degree needed
Childcare worker Teaching Assistant Paraprofessional Substitute Teacher	Preschool teacher Behavioral Technician	Early childhood teacher Kindergarten teacher Elementary School Teacher Middle School Teacher High School Teacher Special Education Teacher Reading Specialist Instructional Coach	School Administrator Librarian/Media Specialist School Psychologist School Counselor Social Worker Speech and Language Pathologist College Professor Occupational Therapist Board Certified Behavior Analyst

ARHS Courses to Consider:

Students will continue to take all courses required for graduation. The following courses may be recommended to support the career pathway.

Amity Advocates, If you Love It, Teach It (offered for dual enrollment through UConn ECE), Intro to Special Education (offered for dual enrollment through UConn ECE), Psychology/AP Psychology (AP Psych offered for dual enrollment through UB), Unified Science, Unified PE, Unified VPA

Work-Based Learning

ARHS Programs: Career Fair- grade 10, Guest Speakers, UELP- grade 12
Community: part-time job at daycare, summer camp, Park and Rec

Pathway Related Extra Curricular Experiences

ARHS Clubs: Teen Teaching, Amity Connections, Infinite Possibilities, Peer Tutoring, Unified Sports, Harmonious Helpers

Other Resources

Teach Connecticut- Teach.org

Amity High School Manufacturing Pre-Apprenticeship Certificate Program

Through the Amity Pre-Apprenticeship program, students will have the opportunity to develop entry-level skills in pursuit of a career in manufacturing. Upon completion of the program, students will earn a Pre-Apprenticeship Completion Certificate 200 hours on the job (OJT) credit applicable to a manufacturing apprenticeship program registered with the CT Department of Labor's Office of Apprenticeship Training.

A student, as a registered pre-apprentice, may also earn additional on-the-job credits toward a Registered Apprenticeship if employed, on a part time basis, after school as part of a Work Based Learning release program that may be established by the school and an apprenticeship employer sponsor approved by the Office of Apprenticeship Training.

Pre-Apprentices can carry up to 200 hours of on-the-job experience into their registered apprenticeship program upon graduation similar to how an Advanced Placement (AP) program is designed and recognized.

Amity Pre-Apprenticeship Program requirements:
Students must earn a B+ or better in the Manufacturing 1 and Manufacturing 2 courses
Students must earn a C or better in all other courses taken as part of the program.

Career & Technical Education Courses

Manufacturing 1

Manufacturing 2

Any two of the following CTE Electives:

- Introduction of Technical Drafting
- 3D CAD Modeling
- Engineering Design 1
- Engineering Design 2
- Construction 1
- Construction 2
- Arts and Metals (formerly Materials, Design & Functions)

Math Course

Algebra 2 or Integrated Math 3

Science Course

Science & Tech or Physics or Chemistry

CAREER AND TECHNICAL EDUCATION

CTE COURSES BY CAREER CLUSTERS

CULINARY CAREER CLUSTERS

Hospitality & Tourism		
Course	**Prerequisite**	**Grades**
Culinary Essentials		9-12
The Science of Food	2 years of Science	12
International Cuisine	Culinary Essentials or The Science of Food	10-12
American Regional Cuisine	Culinary Essentials or The Science of Food	10-12
Advanced Pastry (formerly Creative Kitchen)	Culinary Essentials or The Science of Food	10-12
Advanced Culinary I	Culinary Essentials or The Science of Food	10-12
Advanced Culinary II	Advanced Culinary I	10-12

BUSINESS AND FAMILY & CONSUMER SCIENCES CAREER CLUSTERS

Finance	
Financial Literacy	10-12
Accounting I	10-12
Advanced Accounting (LH)	10-12
Marketing	10-12
Economics	10-12
It's the Law	10-12
Entrepreneurship	10-12

TECHNOLOGY CAREER CLUSTERS

Architecture & Construction		
Course	**Prerequisite**	**Grades**
Exploring Technology Education		9-10
Exploring Production & Construction		9
Introduction To Technical Drafting		9-12
Construction I		10-12
Construction II	Construction I	10-12
Advanced Carpentry	Construction I and Construction II	11-12
Architectural Drafting	Introduction To Technical Drafting	10-12

Manufacturing & Engineering		
Course	**Prerequisite**	**Grades**
Exploring Technology Education		9-10
Manufacturing I		10-12
Manufacturing II	Manufacturing I	10-12
Engineering Design I		10-12
Engineering Design II	Engineering Design I	10-12
Arts and Metals		11-12
Robotics	Geometry	10-12
Introduction To Technical Drafting		9-12
3D CAD Modeling	Introduction To Technical Drafting	9-12
Engineering Drafting	Introduction To Technical Drafting 3D CAD Modeling	10-12

CAREER AND TECHNICAL EDUCATION

Information Technology	
Introductory Computing	9-12
Intermediate Computing	9-12
Web Design	9-12
Computer Applications	9-12

Arts, Audio/Visual Technology Communications: Print Technology	
Digital Media Technology	9-12
Intro. To Graphics	10-12
Screen & Specialty Printing	10-12

Transportation, Dist. And Logistics		
Course	Prerequisite	Grades
Exploring Technology Education		9-10
Know your Car		10-12
Auto Maintenance	Know your Car	10-12
Advanced Auto	Auto Maintenance	12

MEDICAL CAREERS

Health & Human Services	
Certified Nurse Assistant Training	**11-12**

CAREER AND TECHNICAL EDUCATION

BUSINESS

Business education courses are thoughtfully designed to provide a solid foundation of the business world through a variety of courses offered. These classes will prepare students to be real world thinkers teaching skills such as problem solving, communication, collaboration, and planning. The business pathway is encouraged for all students, no matter if they plan to attend college, a technical school, enter the job force, or armed forces.

Accounting I — Grades 10, 11, 12
Full Year - Level E 1 Credit
Accounting is known as the language of business. This course will introduce the area of manual and electronic accounting to students who may pursue business administration in college. The information and procedures reviewed also are invaluable in the management of personal financial matters. Students study accounting procedures involving data entry, accounts receivable, payable, and financial reports and review personal management skills such as check writing and filing of federal income taxes. Extensive electronic processing of accounting records is utilized. Computers and software used by students are modeled after the programs used in actual business settings, including general ledger and spreadsheet applications. Tutorial programs enable students to reinforce their accounting knowledge. This course has proven very helpful to students who pursue a degree in business.
Students will:

- Analyze business transactions into their debit and credit parts
- Complete the records of an accounting cycle with a comprehensive review problem in the format of a business simulation

Advanced Accounting — Grades 10, 11, 12
Full Year - Level H 1 Credit
This course will provide students with an in-depth look into the complexities of keeping accounting records for a variety of business organizations. Students will be required to complete real world business calculations and transactions. They will have to integrate Mathematics and English skills while creating, analyzing and interpreting financial statements/information. It will cover all topics of Accounting one at a much faster pace as well as include many more in-depth calculations and procedures. These calculations may include payroll, Inventory valuation, bad debts, depreciation, taxes, and partnership and corporation accounting. Students will work with computers and related accounting software to record, process and analyze financial data. The formation and analysis of formal financial statements will be expected of students in this course. This course is extremely helpful to those students wishing to continue their education in the accounting or business administration field.
Students will:

- Be able to record many types of business transactions
- Calculate multiple adjustments businesses make during a fiscal period using a variety of standard accounting methods

CAREER AND TECHNICAL EDUCATION

Economics — Grades 10, 11, 12
Half Year - Level E .5 Credit
The workings of the American economic system will be explored from a town, city, state, national, and international level. Topics for study and discussion will be developed from newspapers and magazines. Topics will include inter-relationships of government, business, consumers, scarcity, taxes, environment, government budgets, and inflation. This course is recommended to students planning to major in political sciences or liberal arts.
Students will:

- Describe the economic system of the United States
- Explain the economic inter-dependency among nations of the world
- Know the role of scarcity within the economic structure of any town, city, state, or national government

Entrepreneurship — Grades 10, 11, 12
Half year - Level E .5 Credit
This course is offered for dual enrollment as a University of Bridgeport course (BUAD 210X Foundations of Entrepreneurship)
Be your own boss! Start your own business! In this course, you will select a product/service and learn how to develop a complete strategic business plan which includes but is not limited to; writing a resume, designing a company logo, shopping for real estate, applying for a mortgage, and creating spreadsheets itemizing the financial elements of your business. These activities will be accomplished by evaluating case studies, open classroom discussion, studying successful entrepreneurs, and guest speakers. This course is best suited for an independent thinker.
Students will:

- Develop a business plan that can be executed successfully in the real world
- Analyze how the knowledge of basic economic, social, political and technological factors apply to the successful operation of business

Financial Literacy — Grade 10 (GRADUATION REQUIREMENT)
Half year - Level E .5 Credit
This half year course is an intense class designed to prepare students to be a financially responsible adult. To begin the process, students will establish lifetime financial goals and a budget by investigating career options and potential income and expenditures. Also included in this course is the evaluation of the banking system which we will accomplish by analyzing the effects of the economic decisions implemented by the governors of the central banking system and federal/state politicians. Students will leave the course with a firm understanding of banking, checking, IRAs, taxation, credit, insurance, and government run programs such as Social Security, Medicare, and Medicaid.
Students will:

- Identify ways to use and protect their credit
- Use a checking account effectively
- Read and complete a loan application

It's the Law — Grades 10, 11, 12
Half year - Level E .5 Credit
Plea bargaining, slander, libel, search and seizure, rights, tort, felony, misdemeanor, assault, larceny,

grand jury, warrant, bail, probable cause, sentencing, evidence - what do these terms mean?
This course is designed to help students understand the U.S. legal system and improve their ability to analyze, evaluate, and resolve legal issues. Students will be exposed to a variety of legal topics, types of law, the adversary system, adult and juvenile criminal systems, types of crimes and torts, insurance and civil litigation, and constitutional guarantees found in the Bill of Rights. The formal criminal process from accusation through the final appeal will be examined as will the study of landmark Supreme Court cases and their impact upon our judicial system and our everyday lives. Students may participate in mock trials, visit a Connecticut Superior Court, and participate in legal workshops.
Students will:

- Comprehend their rights and responsibilities under the Bill of Rights in relation to the Criminal Justice System
- Analyze criminal activity and its punishment

Marketing — Grades 10, 11, 12
Full Year - Level E 1 Credit
Marketing is an intense yearlong course that explores all seven functions of marketing. This course is modeled after college/university level curricula. Topics of study include: product development, pricing, buying, promoting, advertising, selling, financing, wholesaling, packaging, and retailing. A major part of the course grades are hands-on projects which are developed both individually and in a group setting. The intense final exam is a capstone-like group project which encompasses the entire course and is implemented during the last five weeks of the school year.
Students will:

- Originate and develop a computer generated marketing campaign for a product or service
- Become acquainted with functions of marketing

TECHNOLOGY EDUCATION
Technology Education presents exciting, hands-on technical courses in communications, manufacturing, construction, and transportation fields.collaborate with peers and faculty on real-world problem solving, learning industry-standard skills through the use of cutting-edge equipment and technology. Varied learning opportunities are available to help students plan for a variety of post-secondary career and college pathways

COMMUNICATIONS TECHNOLOGY
Exploring Technology Education – grades 9, 10
Half year LE .5 Credit
In this career exploratory class, students will be able to sample four of Amity High School's courses offered through the Technology Education department. By rotating through each area, students will get a sense of how the areas can be connected as well as how they differ. This course will allow the students to find out what area interests them. Ultimately, the course will help the students plan what pathway may best suit their needs for a possible future career.During this course students will rotate through the following areas: Automotive, Computer-Aided Design (CAD), Construction and Manufacturing.
Students will:

- Identify and practice proper safety procedures in a shop setting.
- Use the basic operations of CAD software to draw up designs that will be manufactured/built in the other portions of the course.

- Identify and practice dimensional measurement systems and tools used in the four shops.
- Identify and apply separating, joining, and finishing material processes
- Introduce students to basic CNC programing and use of the machines.
- Identify and practice safe use of stationary and portable equipment to process material
- Identify and use a large variety of hand tools and power tools.
- Explain the basics of vehicle operation, required maintenance and service procedures.
- Identify career paths related to Automotive, CAD, Manufacturing and Construction fields.

Introduction to Graphics — Grades 10, 11, 12
Half year - Level E .5 Credit
In this course, students will explore and develop skills related to Graphics Technology. Measuring systems, graphic design, image analysis, digital print production, digital image manipulation will be introduced. Students will use technical and design skills along with state of the art software & high-end output devices to produce display graphics, postcards, business cards, notepads and display ads. Package design will be introduced and students will create a scale model of some product packaging. Up-to-date Adobe Creative Suite applications will be used heavily in this class and all projects are computer based.
Students will:

- Use computers to design, prepare layouts and complete a variety of problem solving activities.
- Gain exposure to modern techniques for graphic reproduction
- Use tools and equipment found within the digital print and graphics technology industry.

Screen and Specialty Printing — Grades 10, 11, 12
Half year - Level E .5 Credit
In this course students learn the exciting process of screen printing, computer controlled vinyl cutting and specialty techniques using digital imaging technologies. Students are given time to work on their own projects including the printing of shirts, stickers, and imaging to a variety of other substrates. Students work with a rotary t-shirt press and professional screen printing equipment. They learn advanced techniques of these printing processes which include computer generated design and multi-color printing. They will also work with digital sign making, display graphics and state of the art vinyl cutting equipment.
Students will:

- Use computers and complex software to solve layout and design problems.
- Learn advanced topics of screen printing including color separation, multicolor/halftone reproduction
- Use the tools and equipment of the screen printing and display graphics industry.

Digital Media Technology — Grades 9, 10, 11, 12
Half year - Level E .5 Credit
Students will learn to use software and systems to create high end display & animated graphics, movie clips, graphic designs, large format posters suitable for framing, 3D modeling & Cad, Android Apps and more. This hands-on course is designed to provide introductory experiences with a broad selection of creative software and systems, giving students opportunities to produce projects that are interesting and valuable to them. Additionally, these experiences can help students make informed decisions about elective course selection as they move through Amity and as they begin to

make decisions about career paths. Students will have opportunities to develop a focus area of interest, making this a student centered and somewhat individualized experience. The applications used in the course will change over time as technology evolves and as trends emerge.
Students will:

- Have multiple experiences with modern software applications that are related primarily to communication technologies.
- Gain technical competencies that are helpful in making future CTE & STEM course selections tied to areas of interest.
- Create a variety of projects that may be printed and mounted to rigid materials or saved digitally for computer display.

Introductory Computing — Grades 9, 10, 11, 12
Half year - Level E .5 Credit
Prerequisite: Grade of B or better in Algebra I.
This course introduces students to the foundations of computer science and basic programming, emphasizing logical thinking and problem-solving skills. Students will learn to code in Python while exploring core programming concepts such as data structures, conditionals, loops, variables, and functions. The course also provides an introduction to emerging topics in technology, including artificial intelligence (AI), cybersecurity basics, and cryptocurrencies. By the end of the course, students will have a solid foundation in Python programming, an understanding of cybersecurity and AI principles, and basic knowledge of cryptocurrencies, preparing them for further study in computer science or related fields.
Students will:

- Write and run Python programs using a browser-based Integrated Development Environment (IDE).
- Identify core programming concepts and key features of the Python language.
- Design and create functional Python programs using data structures, custom functions, and file handling.
- Explore fundamental cybersecurity concepts, such as secure coding practices and data protection.
- Learn the basics of cryptocurrencies, including how blockchain technology works.
- Understand the foundational concepts of AI, including how it is used in various industries and its ethical implications.

Intermediate Computing — Grades 9, 10, 11, 12
Half year - Level 1 .5 Credit
Prerequisite: A Grade of C or better in Introductory Computing or permission of Department Chair.
This course builds on the programming and computational thinking skills developed in Introductory Computing. With a focus on creative problem-solving and real-world applications, students will deepen their understanding of computer science concepts and enhance their Python programming skills. The course provides hands-on activities, allowing students to program drones, work with Arduinos, and use Raspberry Pis, giving them practical experience with technology. Additionally, students will continue to explore emerging topics such as Artificial Intelligence (AI) and other relevant areas in computing. By the end of the course, students will have gained practical programming experience, developed their technical skills, and kept pace with the latest advancements in computing, preparing them for future study and real-world problem-solving.

•Learn techniques to write clearer, more efficient, and organized code.
•Participate in hands-on activities, such as programming drones, working with Arduinos, and using Raspberry Pis.
•Keep up with emerging topics like Artificial Intelligence (AI) and other trends in computing.
•Be able to work on independent computing projects, applying what they have learned to create their own solutions.
•Explore the influence of computing and technology on the world and society.

Computer Applications — Grades 9, 10, 11, 12

Half year - Level E .5 Credit

This course equips students with the foundational skills to navigate the digital world and prepares them for academic and professional success in a technology-driven society. Students will build proficiency in essential software and explore emerging technologies through engaging, hands-on projects.By the end of the course, students will have gained critical thinking, problem-solving, and technological skills essential for future academic endeavors and the modern workforce.

Students will:

- Develop skills in core applications: word processing, spreadsheets, and databases.
- Explore Artificial Intelligence (AI) tools and their applications across industries.
- Understand binary code, digital imaging (pixels and file formats), and cybersecurity.
- Discuss Python programming and web design topics.
- Utilize data visualization and interactive presentation software.
- Collaborate effectively with cloud-based tools and platforms.

Web Design — Grades 9, 10, 11, 12

Half year - Level E .5 Credit

Introduction to Web Design covers the essential skills involved in creating and maintaining a multi-page website. Students will explore how the Internet works and learn the foundational elements of HTML and CSS. Using a browser-based Integrated Development Environment (IDE) , Students will complete interactive lessons and hands-on coding exercises to build well-structured, visually appealing webpages. They will also use simple digital design tools to create custom graphics for their sites.

After completing structured learning activities, students will plan, document, and develop their own multi-page website that demonstrates their understanding of coding, layout, accessibility, and visual design principles.

Students will:

- Create simple web pages using correct HTML structure and CSS styling
- Build lists, tables, navigation menus, and multi-section layouts
- Code a webpage with text, images, and links
- Design and develop a fully functional website with four or more page.
- Learn about plagiarism, copyright, and the ethical use of online content.
- Create basic graphics and visual elements to support their website design.
- Explore safe and ethical use of AI tools for idea generation, code assistance, and design inspiration.

CAREER AND TECHNICAL EDUCATION

PRODUCTION COURSES

Intro to Technical Drafting — Grades 9, 10, 11, 12
Half year - Level 1 .5 Credit
This course is offered for dual enrollment credit as a University of Bridgeport course (MEEG 112 Engineering Graphics and CAD)
Technical drawing is one of the most important and satisfying skills one can have for a career in the engineering, architectural and mechanical fields. Students taking this course will learn and use industry standards of technical drafting to represent objects. Students will utilize networked computers equipped with AutoCAD software. Students will learn to do drafting assignments on this computer program and understand the power computers bring to technical drafting. They will learn to produce multi-color productions of their work on A-E size color plotters. Sketching, geometric construction, multi-view, sectioning, isometric, and auxiliary views are a few types of drawings that students will learn. Students will also learn how to use a laser engraver and CNC milling machine with a CAD system.
Students will:

- Learn the correct use of drafting tools and instruments in completing industry related drawings
- Learn the basic commands of AutoCAD to complete industry related drawings.
- Save to and print to various printers and plotters using a network environment.
- Use industrially accepted standards in drawing and dimensioning.
- Learn how to do orthographic projection, sections, geometric construction, dimensioning, architectural and pictorial drawings
- Design and build a design using CAD and a laser engraving system

3D CAD Modeling — Grades 9, 10, 11, 12
Half year - Level E .5 Credit
Prerequisite: Introduction to Technical Drafting
3D CAD Modeling is a growing industry used by many fields to design and create prototypes for a number of items including but not limited to toy designs, automotive and machine parts, architectural models, etc. Networked computers will be used to teach students how to design and create 3D CAD Models using 3D CAD software. Students will also learn the power of rapid prototyping to create actual prototypes in 3D.
Students will:

- Learn the basics of a 3D CAD program to create 3D CAD models
- Learn the power of rapid prototyping using a Dimension 3D Model Printer and a laser engraver system to create physical models

Architectural Drafting — Grades 10, 11, 12
Full year - Level E 1 Credit
Prerequisites: Introduction to Technical Drafting
This course will be offered in alternate years and will be offered in 2027-2028
Students will design and plan a "dream house" and learn the fundamentals of residential architectural design. Each student will draw a set of working plans for a residence. Autodesk Revit will be utilized in the design and production process. Finally, students will create a scale model of their housing using AutoCAD and an Epilog Laser Engraving system. This is a "must" course for

students who, in the future, want to design and build their own home or consider careers in architecture or construction.
Students will:

- Learn the basics of house construction and in groups, construct a house model using a set of plans
- Learn residential architectural design concepts and codes
- Produce a complete set of plans for a single-family house
- Create a scale model of their house using AutoCAD, an Epilog Laser Engraver and other materials

Engineering Drafting — Grades 10, 11, 12
Full year - Level E 1 Credit
Prerequisite: Intro to Technical Drafting and 3D CAD Modeling
This course will be offered in alternate years and will be offered in 2026-2027
Students will learn advanced techniques of the Autodesk programs "AutoCAD" and “Inventor.” Advanced techniques of AutoCAD will include real world projects that cover the topics of geometric tolerance, working drawings, detailed drawings, gears, cams, map drawings and Pattern Developments. Using Autodesk Inventor, students will cover more advanced topics including sheet metal designs, stress analysis, rendering and animated assemblies that utilize different mechanisms, gears and cams. Students will also design 3D CAD models on the computer and create them using a Dimension 3D model printer. The main objective of this course is to help prepare students for post high school education in a variety of technological fields including engineering.
Students will:

- Work in large drawing formats using AutoCAD
- Create working, detailed, assembly, cam, and gear drawings
- Use AutoCAD software for advanced drafting techniques
  Use Autodesk Inventor software to design advanced 3D CAD models
- Use a Dimension 3D modeler and Epilog laser engraving system to create prototypes that were designed on the computer.

Exploring Production & Construction – Grade 9
Half Year - Level E .5 Credit
Students will work together on a variety of activities to learn new skills and techniques in manufacturing and construction. They will develop, plan, and manufacture desired items and will learn the basic phases of the manufacturing process. Students demonstrate their ability to perform building operations with basic competency and safety. Planning includes the efficient use of available resources and sketching drawings to scale. Students will continue to learn more about themselves and the world of production through the unique challenges offered by this course.
Students will:

- Demonstrate an understanding of the safe use of all the tools and power equipment available in the Tech. Ed. Lab
- Develop their problem-solving skills
- Develop an insight into the impact of technology on society
- Explore real world problems that involve using tools, materials, processes, and systems in the context of the five technological systems

Arts and Metals — Grades 11 and 12

Half Year - Level E .5 Credit

The course will allow students to use metal, wood, plastic and reclaimed materials to create various forms whether sculptural or functional. Students will learn the basic techniques to create geometric, abstract and organic forms. The course will include discussions of metal sculpture history with an exploration of an artist's creative process.Students will also learn how to operate and use various metal fabrication power equipment, CNC equipment and hand tools to create various designs.All students will be required to pass a safety test before working with any equipment.

Students will:

- Be proficient at creating balanced functional and sculptural works of art using metal, wood , plastic and other materials as a medium
- Interpret and develop creative expression in three dimensional art forms
- Research and develop artistic and technical skills that will lead them toward a career
- Utilize different welding techniques
- Operate Metal fabrication equipment, CNC equipment, hand tools and CAD/CAM software

Manufacturing I — Grades 10, 11, 12

Half Year - Level E .5 Credit

Students will learn to safely operate a wide variety of machinery and tools. Some of the equipment will include: milling machines, metal lathes, surface grinders, and welding equipment. Students will also learn to make production parts and hold tolerances up to .001". Current manufacturing philosophies such as LEAN, JIT, 5S, and Kaizen will be discussed and implemented in the classroom. This course is recommended for any student interested in mechanical engineering or a career in manufacturing.

Students will:

- Learn the steps of the manufacturing process
- Safely use many of the hand and machine tools associated with manufacturing
- Produce a product using a variety of media

Manufacturing II — Grades 10, 11, 12

Half Year - Level E .5 Credit

Prerequisite: Manufacturing I

This half year course is offered to students interested in expanding the skills learned in Manufacturing I. Manufacturing I requires students to manually operate a variety of machines. In Manufacturing II students will operate many of the same machines but will use computers to program the machines. The course starts by using basic G-code to program the machines. Students progress to MasterCam to program the Machines. MasterCam is a 3-D modeling software that will program the machines to make what is modeled on the screen. This is the basics of CAM-Computer Aided Machining. This course is a must for students interested in today's cutting edge manufacturing processes or any student pursuing engineering in college.

Students will:

- Expand on the skills learned in Manufacturing I
- Use CAM to create solid models
- Learn the basics of CNC machining
- Program machining centers to make parts

CAREER AND TECHNICAL EDUCATION

Construction I — Grades 10, 11, 12
Half Year - Level E .5 Credit
Building a structure with your own hands is one of life's most satisfying and fun experiences. Students who like to build will really enjoy using the current technology in this course. The student will gain hands-on experience in blueprint reading, the drawing and development of plans, cost estimating, the use of hand and power tools, and actual construction of various objects and structures. This experience will help you do the things you want to do around the house or to begin thinking about a career in the construction trades and construction engineering.
Students will:

- Learn about the construction business
- Demonstrate knowledge of planning, blueprint reading and making, and cost estimating
- Use various hand and machine tools in the construction of a structure
- Exhibit the appropriate safety on the job site and in using tools

Construction II — Grades 10, 11, 12
Half Year - Level E .5 Credit
Prerequisite: Construction I or permission of the Department Chair
This course is a more in-depth study of construction practices. Focus will be on more advanced designing of structures, interpretation of architectural blueprints, and detailed construction of structures. Students will use hand and power tools and will learn to use them to produce complex structures with finish details.
Students will:

- Expand on skills learned in Construction I, including proper safety procedures
- Work with architectural blueprints
- Produce a more advanced and detailed structure
- Use additional hand and machine tools in construction

Advanced Carpentry — Grades 11, 12
Half Year - Level E .5 Credit
Prerequisite: Construction I
This course focuses on some of the finer methods and materials used in carpentry. Students will study and practice the creation of more difficult structures and items such as cabinets and furniture. Advanced and decorative joinery, as well as fine finish techniques will be used. Emphasis is placed on the design and aesthetics of projects while continuing students' experience with hand and power tools.
Students will:

- Identify important aesthetic elements when designing projects.
- Create complex, decorative, and functional wood joints.
- Use jigs, fixtures, and other advanced techniques when operating shop equipment.
- Use creative problem-solving processes to identify solutions throughout the building process.

Engineering Design I – Grades 10, 11, 12
Half Year - Level E .5 Credit
Prerequisite: Geometry
Engineering Design will be a two semester course.

This course will show students the engineering design process and how it is affected by materials and the manufacturing process. Students will be given real-life problems, so they can apply the engineering design process, and build the solution. This course is for Amity students who are interested in design engineering or the skilled laborer who in turn works with Engineers. This course will better prepare the students to see how ideas are turned into a design, further molded into a solution and ultimately be produced. It will also prepare students for entry level jobs in the manufacturing industry as well as post graduate programs in the field of engineering.
Students will:

- Know how to approach a problem using the engineering design process
- Increase their understanding of the design process and its limits due to the manufacturing process and material properties

Engineering Design II — Grades 10, 11, 12
Half Year - Level E .5 Credit
Prerequisite: Engineering Design I
This course builds on the concepts in Engineering Design I. Topics will cover examples and projects from different engineering fields, including mechanical, electrical, computer science, and civil engineering.
Students will:

- Expand their experience with the ability to design and build their solutions using 3D solid modeling, CAD/CAM, and CNC machines including miller, router, and lathe
- Explore the different engineering disciplines and solve problems relating to each

Robotics— Grades 10, 11, 12
Half Year- Level E .5 Credit
Prerequisite: Geometry
The Robotics course will introduce students to the theory, use, and programming of robots. Students will design, build, program and test various robotic devices in order to accomplish specific tasks. The course is designed for students who may be thinking about a career in engineering or other technical fields.
Students will:

- Explain the fundamentals of the engineering design process
- Design, build and test robotic systems to perform various objectives

TRANSPORTATION COURSES
Exploring Technology Education – grade 9
Half year –LE .5 Credit
In this career exploratory class, students will be able to sample four of Amity High School's courses offered through the Technology Education department. By rotating through each area, students will get a sense of how the areas can be connected as well as how they differ. This course will allow the students to find out what area interests them. Ultimately, the course will help the students plan what pathway may best suit their needs for a possible future career.During this course students will rotate through the following areas: Automotive, Computer-Aided Design (CAD), Construction and Manufacturing.
Students will be able to:

- Identify and practice proper safety procedures in a shop setting.

- Use the basic operations of CAD software to draw up designs that will be manufactured/built in the other portions of the course.
- Identify and practice dimensional measurement systems and tools used in the four shops.
- Identify and apply separating, joining, and finishing material processes
- Introduce students to basic CNC programing and use of the machines.
- Identify and practice safe use of stationary and portable equipment to process material
- Identify and use a large variety of hand tools and power tools.
- Explain the basics of vehicle operation, required maintenance and service procedures.
- Identify career paths related to Automotive, CAD, Manufacturing and Construction fields.

Know Your Car — Grades 10, 11, 12
Half Year - Level E .5 Credit
This is an excellent course for anyone who owns or drives a car. Students in this course develop an understanding of the rapid changes in technology associated with the automobile and its many systems. In addition, students will learn about a variety of motoring situations such as how to plan for long trips, what equipment to use for driving in poor weather conditions, and how to select automotive accessories and equipment to get the most value. This is a practical course that will provide students with the confidence to talk with their car mechanic about what is wrong with the vehicle. Students will have the opportunity to learn how to perform basic auto servicing on an actual vehicle. In this course, students also will learn how the automobile works, what care and maintenance it requires, and how to look for and prevent impending problems.
Students will:

- Learn about the many systems that make up a car
- Explore new technical changes associated with today's automobile
- Perform safely the basic automotive maintenance of a car
- Acquire skills in describing problems in mechanical terms

Auto Maintenance — Grades 10, 11, 12
Half Year - Level E .5 Credit
Prerequisite: Know Your Car
Are you a young man or woman who is especially interested in cars and want to learn more about how they work? If so, this is the course for you! Students will learn and do the actual routine maintenance procedures required to keep a modern automobile running at top efficiency. Many of the car's operational systems will be covered in class. Work performed on real vehicles makes this course a real hands-on experience for those who want to get to the nitty-gritty of auto maintenance.
Students will:

- Perform basic automotive maintenance safely
- Set up a maintenance schedule to keep a car running at top performance
- Use tools associated with today's car
- Investigate environmental issues concerning auto maintenance and performance.

CAREER AND TECHNICAL EDUCATION

Advanced Automotive Technology — Grades 12
Half Year – Level E .5 Credit
Prerequisite: Know Your Car & Auto Maintenance
Advanced Automotive Technology provides students with a career pathway towards NATEF (National Automotive Technicians Education Foundation) and ASE (Automotive Service Excellence) certifications. The course is geared toward students who are interested in pursuing postsecondary opportunities in the automotive field. Students will be provided the opportunity to explore career and placement opportunities in the automotive field.
Students will:

- Achieve performance levels that will be transferable between institutions and programs for college credit
- Identify the purposes and explain the importance of ASE and NATEF to the automotive service industry.
- Identify career opportunities in the automotive industries
- Explain how to become a certified automotive technician

FAMILY and CONSUMER SCIENCES
Family studies encompasses courses that instill strong collaborative and problem solving skills and opportunities for planning and improving communication skills.Real world experiences are a focus within the curriculum, demonstrated through labs and hands-on projects.Celebration and discovery of diverse cultures are incorporated throughout the curriculum.The various Family Studies electives should interest students who are pursuing post-secondary education, developing employable skills and responsible decision-making habits.

Culinary Essentials- Grades 9, 10, 11, 12
Half Year - Level E .5 Credit
This course introduces students to basic baking and cooking skills and techniques. Students will begin by building a safety and sanitation foundation that will allow them to practice food preparation and procedures safely under proper conditions. Culinary Essentials will serve as a prerequisite and provide students with the necessary skills to enter all of the advanced culinary classes offered in the program.
Students will:

- Identify and practice safety and sanitation procedures.
- Practice measuring, conversion and portioning techniques.
- Explain the functions of ingredients and effectively read standardized recipes.
- Produce a variety of quick breads and yeast breads.
- Identify the parts and functions of eggs and produce various recipes using eggs.
- Describe and demonstrate the processes for preparing baked goods and desserts.
- Prepare a variety of soups and sandwiches using previous baking knowledge.

International Cuisine – Grades 10, 11, 12
Half Year - Level E .5 Credit
Prerequisite: Culinary Essentials or The Science of Food
Students will be given the opportunity to explore and create unusual foods, culinary techniques, and utilize specialized equipment. Food patterns of different countries and regions are studied from a

cultural point of view.
Students will:

- Discuss food customs/culture of various countries of the world.
- Recognize and prepare foods native to multiple countries.
- Prepare different ingredients not typical to American recipes.

American Cuisine — Grades 10, 11,12
Half Year - Level E .5 Credit
Prerequisite: Culinary Essentials or The Science of Food
Students will learn how the combination of cultures has resulted in the creation of American cuisine. The course features food preparation and service of regional American foods.
Students will:

- Trace the development of cuisine in the United States
- Prepare foods that are representative of various regions of the United States

Advanced Pastry (formerly Creative Kitchen) – Grades 10, 11, 12
Half Year - Level E .5 Credit
Credit Prerequisite: Culinary Essentials or The Science of Food
This course is designed for those students who would like to pursue more knowledge in the craft of baking and pastry. Special emphasis will be placed on constructing and decorating cakes, plating desserts, and sourdough bread starters. Students will employ their knowledge from previous culinary classes as they are exposed to more advanced techniques.
Students will:

- Demonstrate skills and techniques to produce restaurant quality plated desserts.
- Create and decorate multiple types of cakes.
- Create bread from wild yeast and laminate bread doughs.
- Investigate employment opportunities related to the baking and pastry industry

The Science of Food –Grade 12
Half-Year – Level E .5 credits CTE or Science
(No lab period)
Prerequisite: 2 years of science
This course will be split between the traditional classroom setting and the culinary kitchen. Students enrolled in this course will study the biology, chemistry and physics associated with ingredients, food preparation and cooking techniques.This class gives students the opportunity to learn about the reactions and changes that are happening in our food and cooking techniques to create flavors.Students will also be given the opportunity to take this information into the kitchen and experiment with different equipment, techniques and ingredients.Topics covered will include solutions and solubility, caramelization, phase changes, salts and their role in our food and diet, the Maillard reaction and many more.
Students will:

- Investigate the science behind culinary procedures
- Execute recipes that utilize physics and chemistry techniques
- Apply classroom knowledge to a lab setting and vice-versa
- Experiment with a variety of ingredients to understand how they affect a final product

Advanced Culinary I – Grades 10, 11, 12
Half Year – Level E .5 Credit
Prerequisite: Culinary Essentials or The Science of Food
Advanced Culinary I is a one semester course exploring the competencies, characteristics and expectations of careers in foodservice and hospitality management. This course includes topics such as sanitation, nutrition, fundamentals of cooking and baking, and investigation of leadership competencies essential to success in the world of work. This class will emphasize employability competencies and students will develop marketable skills for future employment in foodservice and hospitality operations. These objectives will be achieved through an action based hands on learning experience. The students will be given the opportunity to start a catering business targeting the Amity community.
Students will:

- Explore how different methods of heat transfer directly affect the final product outcome.
- Identify the causes and conditions necessary for biological contaminations to occur.
- Evaluate the characteristics of leadership in both social and organizational settings.
- Analyze the values and practices that define ethical conduct.
- Demonstrate quality service, in a catering experience

Advanced Culinary II — Grades 10, 11, 12
Half Year – Level E .5 Credit
Prerequisite: Advanced Culinary I
* Students taking the Advanced Culinary 2 course have the opportunity to also earn credits through Gateway Community College for the course HSP 101 Principles of Food Preparation.
Advanced Culinary II is a one semester course, providing students continuing instruction of the competencies, characteristics, and expectations of careers in foodservice and hospitality management careers. Topics include units on the preparation of sauces-stocks-soups; appetizers; meats; poultry; seafood; fruits and vegetables; salads and dressings; starches; herbs and spices; baking; desserts; hot and cold beverage service; and the various table service skills and styles utilized in the foodservice industry. Instruction also includes units on marketing, employment law, accounting, human resources, purchasing, inventory controls, pricing and profitability, and assessment of the leadership skills essential to a successful hospitality management career
Students will:

- Analyze topics that are related to the management competencies and needed to be successful in the hospitality industry, including menu development, food & beverage trends, marketing and promotions, business/ financial management, employment/legal issues, human resources, and technology applications
- Examine models of leadership that govern multiple types of operations so as to identify common characteristics in each model
- Plan an appropriate menu for a catering experience
- Convert recipes and perform yield cost analyses.
- Demonstrate quality service, in a catering experience

Interior Design – Grades 10, 11, 12
Half Year - Level E .5 Credit
This course is designed to provide students with a basic knowledge of interior design

principles. Topics include: study of the elements and principles of design which determine the selection and use of home furnishings; study of housing and the space necessary for the physical, social and psychological needs of an individual; and examination of background and accessory arrangements related to interior decorating problems. Students are given the opportunity to develop their own ideas related to living environments.
Students will:

- Examine housing and home furnishing trends and markets
- Suggest and develop suitable home designs for various groupings of people
- Create attractive/functional home accessories

Certified Nursing Assistant Training Program (CNA)- Grades 11 & 12 *Pending BOE approval
Full Year- LE 1.25 Credit
110 Classroom Hours, 60 Clinical Hours (Classroom hours will be completed during the regular school day. Clinical hours will be completed outside school hours)
Based on student interest in this course, there may be an application and interview process.
Requirements:

- **Students must be at least 16 years old at the start of this course**
- **Students must have the following medical requirements for the clinical portion:**
  1. **TB test**
  2. **Physical exam**
  3. **Flu shot**

This comprehensive program is designed for students to graduate with the skills and knowledge to provide quality health care to residents in nursing homes, assisted living facilities, hospitals, or clients in their own homes. Excel Academy prepares students with a solid foundation for rewarding careers in the growing health care industry. Students will benefit from small classes taught by proficient, experienced health care professionals. Students will be prepared for the State exam//www.prometric.com/nurseaide/ct. Upon successful completion of the course students will earn a Certified Nursing Assistant completion certificate which provides the student with the approval to take the State Certification exam through Prometric.
Students will be able to:

- Identify careers in the health care industry.
- Develop the necessary skills to provide health care to residents in nursing homes, assisted living facilities, hospitals and/or clients in their own homes.
- Prepare for the Prometric exam to earn a CNA certification upon completion of the course.

English

Amity's English program is a coordinated six-year sequence spanning grades seven through twelve. Our program integrates the language arts skills of reading, writing, listening, and speaking. The cornerstone in the development of these skills is clear, perceptive and imaginative thinking.

The English Department believes that literature exposes students to ideas that may challenge, confirm or broaden their perspective. Because we believe studying literature enables students to learn about the world outside our classroom and to be aware of social issues, we guide all students toward an appreciation and an interest in diverse forms of literature - both literary and informational. The department maintains a firm belief in the power of literature as a means of connecting-spanning time, place and experience. The skills to read, write, speak, listen, and think effectively enable students to recognize their place in the challenging world around them-to respect what has come before and to assume a role in the world they will help to shape. We believe in creating environments where students feel comfortable expressing ideas, asking questions, and disagreeing with each other in thoughtful, insightful ways. We strive to cultivate empathy in our students for others in circumstances both like and unlike their own. We want students to have both the skills and the confidence to communicate because we believe that students have ideas worth expressing. The Common Core State Standards provide the framework for those skills and knowledge that all high school graduates need to master to succeed in college and careers.

English I — Grade 9
Full Year - Levels 1, 2, 3 1 Credit
This course focuses on the skills of reading, writing, language, and speaking and listening. Students read and respond to the work of classic and contemporary authors with a focus on the novel, memoir, and Shakespearean play. Composition work includes argumentative and narrative writing and stresses analytical thinking, organization, and using textual evidence to support a claim. This course addresses vocabulary study and the use of the conventions of standard English grammar.
Students will:
Write arguments to support claims using valid reasoning and relevant and sufficient evidence
Adapt speech to a variety of contexts and communicative tasks
Read to understand and analyze theme, point of view, and author's craft, both explicit and implicit

- Study and practice use of the conventions of standard English grammar
- Study vocabulary in context as well as prefixes and suffixes

English II — Grade 10
Full Year - Levels H, 1, 2, 3 1 Credit
Students entering English II LH must complete a summer reading assignment designed especially for this course
This course examines American literature with an emphasis on written and oral responses, as well as the conventions of standard English grammar.
Students will:

- Formulate and answer increasingly higher level questions (analysis, synthesis, evaluation) about a variety written, visual, and oral texts
- Assess the ways in which course texts or reflect both the evolving and enduring characteristics of American culture

- Compose essays that include evidence from course texts to support analysis and reflection
- Demonstrate and apply command of mechanics and usage

English III — Grade 11
Full Year - Levels 1, 2, 3 1 Credit
This course continues to improve students' reading, writing, speaking and listening skills through the study of literature. Genres include the short story, novel, drama, poetry, and personal narrative.Students respond to literature in a variety of written and oral modes, examining author's choices and identifying theme. is an emphasis on vocabulary study and on the use of the conventions of standard English grammar, with a strong focus on the revision process and preparation for the SAT. Juniors also may enroll in selected senior half year elective courses such as AP Capstone Seminar, The American Vision, Creative Writing, Graphic Novel, Journalism, or Other Voices/ Other Rooms. Enrollment in these courses as a junior is optional and does not satisfy the senior English requirement.
Students will:

- Demonstrate Common Core literacy skills of reading, writing, speaking and listening
- Read a range of prose, poetry, and plays both classic and modern, supplemented by literary and informational texts.
- Compose expository and argumentative essays that explore and defend interpretations of texts using specific textual references
- Compose a reflective personal narrative which will become the foundation of the college application essay
- Edit and revise written work demonstrating proficiency in standard English grammar and usage
- Develop speaking and listening skills through participation in a number of oral presentations and guided discussion opportunities

AP English Literature and Composition – Grade 11
Full Year – Level H 1 Credit
Prerequisites: Completion of English 2 LH or L1
Students entering AP Literature and Composition must complete a summer reading assignment designed especially for this course.
AP English Literature and Composition is designed for highly motivated, highly skilled, and independent students who have a strong interest in sophisticated literary analysis and analytical writing. The course focuses on selected classic and contemporary works of British and American literature that have shaped Western culture. Particular emphasis is placed on how authors use literary devices, such as figurative language or imagery, to create meaning. This course is designed for students planning to take the Advanced Placement English Literature and Composition Exam.
Students will:

- Demonstrate Common Core literacy skills in preparation for both the SAT and the AP Literature Exam.
- Read selected classics of British and American literature and determine the ways in which these works have shaped Western culture
- Analyze the stylistic features utilized by authors to achieve their desired effect
- Compose detailed analytic essays that explore and defend interpretation of a text using specific

English

SENIOR YEAR ENGLISH ELECTIVES

Senior Year English Requirement

Each senior must carry one English course for each semester he/she is enrolled. Taking one or more elective courses prior to the senior year does not exempt students from the senior requirement. **Department Chair approval is required for students in lower grades interested in taking a senior elective course**.

The Amity Regional High School English Department strongly recommends that when selecting English electives for senior year, each student selects one Reading Intensive Course (R) and one Writing Intensive Course (W). Of course, students will both read and write in every English class, but following this guideline will ensure a more balanced schedule in which all essential literacy skills will be developed.

Reading Intensive/Literature Courses (R)

The American Vision
The Graphic Novel
Literature and Music: A Reflection of Culture
Other Voices, Other Rooms: Literature of the "Other" America
Philosophy
Shakespeare in the 21st Century
True Crime Narratives
World Literature

Writing Intensive Courses (W)

College Writing and Research
Creative Writing
Journalism
Poetry
Practical Writing

R/W Courses

AP Capstone (Seminar & Research)
AP Language
Communications I and II (focus on Speaking/Listening skills)
Humanities

JUNIOR YEAR ELECTIVES

The American Vision
AP Seminar
Creative Writing
Graphic Novel
Journalism
Other Voices/ Other Rooms

English

The American Vision -- Grade 11 and 12
Half Year- Levels 1, 2 (formally known as Modern American Novel) .5 Credit
Dive into the raw, rebellious heart of American storytelling in an era of profound social change. From the counterculture rebellion of the 1960s to the complex voices of marginalized communities, this course will take you on a literary journey through some of the most transformative decades in American history. This literature course prepares you for college-level reading, writing, and analytical thinking and explores the rich landscape of American fiction in the latter half of the 20th century. **The American Vision** features prominent American novels of the 20th Century including ***The Catcher in the Rye, One Flew Over the Cuckoo's Nest, The Things They Carried, Beloved, Ordinary People, and Slaughterhouse Five***. Class discussions focus on themes and character development with an emphasis on trends and American culture. This course offers college-bound students the opportunity to engage with literature that questions societal norms, examines critical social issues, and provides essential context for understanding the America we live in today.
Students will:

- Critically analyze significant works of American fiction from 1945-2000
- Examine the social, cultural, and historical contexts that shaped these novels
- Develop advanced literary analysis and writing skills
- Explore diverse narrative styles and perspectives in 20th-century American literature

AP English Language and Composition- Grade 12
Full Year- Level H 1 Credit
Prerequisites: Completion of AP English Literature and Composition or English III L1
Students entering AP Language and Composition must complete a summer reading assignment designed especially for this course.
This course is designed for highly motivated, highly skilled students who have a strong interest in the studies of language and nonfiction writing. The course focuses on the way writers shape ideas with a particular awareness of the following: rhetorical situation, appeals, arrangement, style, modes of argumentation, and more. Students will read and analyze selected essays-Pre-20th century, modern, and contemporary works-and develop an array of strategies to enhance their own writing. Students also will study the conventions of the English language and cultivate the ability to avoid fallacies in argumentation while writing many papers, which are analyzed in depth by peers and the instructor.
Students will:

- Identify the thesis of a nonfiction work and distinguish its leading from secondary points
- Judge the validity with which conclusions are drawn from evidence
- Construct and sustain a logical argument
- Annotate and cite sources appropriately
- Develop an individual voice as a writer
- Select and utilize suitable rhetorical methods and stylistic approaches in developing essays
- Master AP test-taking strategies

AP Capstone: Seminar – Grades 11, 12
Full Year – Level H 1 Credit
May be taken alone or as year 1 of the AP Capstone Diploma Program

Students in this course will learn research methods and master writing and presentation skills. The students themselves, with input from the instructor, will select topics of personal interest to explore (topics may be cross-curricular). Students will conduct research and consider an issue from multiple perspectives; evaluate the strength of an argument; and make logical, fact-based decisions. Students will develop skills associated with writing effective thesis papers, collaborating with peers, and delivering effective multimodal presentations.

Students will:

- Identify and contextualize an issue, and seek out answers that reflect multiple perspectives
- Use technology to access and manage information
- Evaluate the validity of an argument and credibility of sources and evidence
- Formulate a complex and well-reasoned argument that uses support from multiple sources and links evidence with claims
- Write an effective thesis paper that adheres to established conventions of grammar usage, style, and mechanics
- Communicate an argument in an engaging oral presentation that uses appropriate media and incorporates effective techniques of design and delivery

AP Capstone: Research – Grade 12

Full Year – Level H 1 Credit

Satisfies the senior English requirement

AP Research is the sequential course to AP Seminar and the final course for AP Capstone. In the course, students will work with the instructor to formulate a research question based on a real-world topic and issue. Students will then design, plan, and conduct a year-long, research-based investigation in which they learn and apply methods and practices to address the question. The course culminates in two major assessments. First is an academic paper of 4,000-5,000 words. Second is a presentation with an oral defense during which the student will answer 3-4 questions from a panel of evaluators. If a student earns scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of his/her choosing, s/he will receive the AP Capstone Diploma, which signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if a student earns scores of 3 or higher in AP Seminar and AP Research only, s/he will receive the AP Seminar and Research Certificate.

Students will:

- Design, plan, and conduct a year-long research-based investigation to address a research question.
- Understand principles of discipline-specific research methods (e.g., qualitative, quantitative, mixed).
- Employ appropriate disciplinary research methods to develop, manage, and conduct an in-depth study or investigation in an area of student's own interest, culminating in a 4000–5000 word paper .
- Present (using appropriate media) and defend the research design, approach, and findings to a panel.

a portfolio.

College Writing and Research (formerly Writing for College and Career Readiness) – Grade 12
Half Year - Levels 1, 2 .5 Credit
The Level 1 course is offered for dual enrollment through the University of Bridgeport
This course is recommended for seniors as preparation for college. Primarily a writing course, it will also develop research, critical thinking, and reading skills. Students will be encouraged to write across disciplines, make personal connections, and explore current world issues in their writing. They will read sample essays that model the principles and strategies of effective writing. Student compositions will be analyzed by the instructor as well as by peer review.
Students will:

- write nonfiction informative, narrative, and argumentative essays about a variety of topics, using effective technique, well-chosen details, well-structured sequences, valid reasoning and relevant and sufficient evidence;
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;
- gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, to conduct short as well as more sustained research projects;
- use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, etc.;
- develop an individual voice as a writer.

Communications I – Grade 12
Half Year - Level 3 .5 Credit
This course surveys communication forms in today's society. Frequent presentations, written responses, and research projects evaluate student progress. Selected projects explore the elements and barriers to communications experience. Students acquire interpersonal and problem-solving skills in specific group activities. Oral Presentation skills are assessed through individual and paired presentations. Students practice interpersonal and problem-solving skills in specific group activities.
Students will:

- Identify and categorize intended and subconscious messages sent via verbal and non-verbal communication
- Assemble and execute formal presentations using computer presentation software
- Conceptualize, plan, and produce a video project
- Utilize internet search engines and web pages for research
- Understand the role of media sources in society and their relationship to current events

Communications II – Grade 12
Half Year - Level 3 .5 Credit
The emphasis in this course continues to focus on the Speaking and Listening skills introduced in Communication I. Students will study advertising, news media, film, and Internet sources. Students will create and produce recorded programs and will become familiar with the technical aspects of performance. Oral Presentation skills are assessed through individual and paired presentations, as well as peer and self-evaluations each marking period. Students practice interpersonal and problem-solving skills in specific group activities.

Students will:

- Plan and perform a demonstration speech.
- Recognize advertising as a form of communication
- Plan and produce video programs using proper terminology while developing shooting scripts and storyboards
- Employ effective strategies in a job interview

Creative Writing – Grades 11, 12

Half Year - Levels 1, 2, 3 .5 Credit

Students in this course learn and practice various techniques in the creation of short stories, poems, children's literature, and dramatic scripts. They analyze and discuss the work of classmates and selected authors and adapt elements of craftsmanship to facilitate the expression of their own experiences and imagination. Students may keep a daily journal to build their powers of observation and expression. They are expected to enhance their editing and revision skills. Creative writing is not a remedial writing course.

The Graphic Novel – Grades 11, 12

Half Year – Levels 1, 2, 3 by contract .5 Credit

What exactly is a graphic novel? Is it art? Is it literature? How do we "read" graphic novels, what (and how) do they express that other media cannot, and to what extent do our cultural assumptions affect the way we interpret them? Students in this writing-intensive course will work to answer these and other such questions as they collaborate to construct a working definition of the "graphic novel" and explore its history, production, and social/cultural receptions. To that end, students will not only read a variety of visual texts, but also study the "language" of the comics medium, engage in both written and oral critical analyses of graphic novels, and apply what they learn to modern-day visual graphic narratives. Students will also create graphic narratives of their own.

Students will:

- Understand the conventions, "language," and "grammar" of the graphic novel as a medium and be able to explain and demonstrate their uses and effects
- Use technology to learn and practice both language arts and visual literacy skills
- Make use of both print and electronic resources to foster research in the composition of critical and analytical essays
- Compare graphic and literary forms of art, identifying both their shared components (narration, character development, setting, symbols, theme, etc.) and the components exclusive to graphic novels in order to understand how these components influence meaning
- Compare and contrast notions of authorship between traditional literature and graphic novels, identifying the strategies and methods used by writer, artists, and writer-artists

Humanities – Grade 12

Full Year - Levels H, 1, 2 (by contract) 1 Credit

This challenging full-year course is intended for college-bound seniors interested in an intensive study of trends in literature, history, art, and music that have shaped Western culture. Students taking this course for Level 2 credit should have been enrolled in Level 2 English and/or history classes in previous years. The teachers will differentiate assignments and expectations according to the contracted level. This

History dept. chair's approval.
Students will:

- Identify important terms, places, people and events of each period studied
- Articulate a brief statement of the philosophy or worldview of each period
- Articulate how the significant works of literature of each period reflect the culture
- Develop historical thinking skills including research and analysis of historical sources in order to understand the concept of historical causation
- Research elements of a culture using a wide range of electronic and print sources and integrate findings in a coherent report

Journalism – Grades 11, 12
Half Year - Level 1, 2 .5 Credit
Work in this course focuses on writing news stories, features, and editorials. Also covered are the principles and techniques of research and interviewing, exploring the role of news media in terms of social responsibility, developing a sound journalistic writing style, and comparing print and non-print journalism including on-line publications. Students are expected to improve writing skills, to become more discerning news consumers, and to broaden their knowledge of local and global issues.
Students will:

- Demonstrate journalistic writing skills and style in writing hard news stories, editorials and features
- Understand and use appropriate terminology
- Demonstrate the ability to interview people and incorporate that information in written articles
- Research a significant issue that affects the school and students, using a wide range of electronic and print sources, as well as interviews, and create from the data an investigative report in appropriate journalistic format

Literature and Music: A Reflection of Culture– Grade 12
Half Year– Levels H, 1, 2 (by contract) .5 Credit
In this half-year course, students will compare literature with song lyrics in an attempt to uncover their historic and cultural significance, while exploring theme, character, structure, and literary devices.Inquiry and critical thinking are crucial to success in the course, and students will therefore be encouraged to question the meaning generated by language and texts. Careful attention will be given to close reading and to identifying the universal significance of each work.Students will gain an awareness of each text's purpose and wider context in shaping its meaning.
Students will:

- Read and analyze selections of literature (including novels, short stories, and poetry), song lyrics, and non-fiction texts that explore the source of popularity and nature of trends.
- Select the musical genre of their choice for an extended independent project
- Gain an awareness of each text's purpose and wider context in shaping its meaning.

Other Voices, Other Rooms: Literature of the "Other" America– Grades 11, 12
Half Year– Levels H, 1, 2 (by contract) .5 Credit

integral part of the landscape of America, but what of the voices kept silent for so long? This half-year

senior elective English course will explore recent literature of American identity left out of the larger, more familiar, story-- focusing on ideas of race/ ethnicity, gender/sexuality, class, and disability-- and their intersectionality. Through a survey of their literature and discussion of what these works suggest about particular social questions and their complex intersections in American literary expression, new American voices will emerge. This course asks students to critically reimagine a new American Dream, one that is broad, inclusive, and ultimately hopeful. This is a reading-intensive course.
Students will:

- Assess their interest and academic abilities.
- Direct their own learning, ask questions, and complete tasks independently.
- Read widely and critically.
- Write critically.
- Write creatively.
- Understand the complex literacy of reading, writing, and thinking.
- Articulate their reactions to the content, form, and relevance of the literature.
- Understand other American perspectives and cultures.

Philosophy – Grade 12
Half Year - Level H or LE .5 Credit
The Level honors course is offered for dual enrollment through the University of Connecticut (PHIL 1101)
This course introduces students to major problems of philosophy, focusing on fundamental questions about reality, knowledge, ethics, and the meaning of life. The aim of this course is to help students grow as thinkers by giving them the opportunity to think more deeply and communicate more clearly about fundamental issues of thought and inquiry. Through critical readings, discussions, and writing assignments, this course is designed to develop students' philosophical reasoning skills while engaging with historical and contemporary perspectives and reflecting on their individual beliefs.
Students will:

- Contemplate and discuss the nature of philosophy
- Argue and discuss theories that have shaped human thought and existence
- Reflect upon truth and knowledge
- Demonstrate increased skill in writing and higher level thinking

Practical Writing – Grade 12
Half Year - Level 3 .5 Credit
Primarily a composition course, Practical Writing involves frequent writing and focuses on the improvement of students' writing skills through the use of a workshop format, with each student progressing at his/her own pace. With an emphasis on individual progress, the course is tailored to meet the specific interests, post-secondary plans, and needs of each student. Students will complete a journal response daily which provides them the opportunity to express their thoughts, ideas, and reactions to the writing process, fostering self-awareness and personal growth, and they will engage in daily writing activities that align with their interests and future plans. The development of a required writing portfolio, which will showcase significant assignments and highlight the progress students have made

determined yearly by students' interests and plans beyond high school.

Students will:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Write and organize ideas appropriately for the task, purpose, and audience.
- With guidance from others, use the writing process to develop and strengthen writing.

Reading and Writing Poetry – Grade 12

Half Year - Level H, 1, 2 (by contract) .5 Credit

The course focuses on the evolution of poetry. The emphasis will be on close reading and analysis of the work of poets from different eras in history. The students will learn about forms, such as the sonnet and the ballad, and about kinds of poems, such as elegies and nature poems. They will then have a chance to write these types of poems. Students will have the opportunity to contract for the appropriate level.

Students will:

- Respond to a wide range of forms and kinds of poetry.
- Contrast and compare the works of prominent poets from different eras in history.
- Write original poetry which reflects principles and practices examined in the course
- Memorize and present poetry

Shakespeare in the 21st Century – Grade 12

Half Year – Level H or 1 .5 Credit

Why do Shakespeare's plays continue to entertain audiences and readers in the 21st century? How do they continue to influence and inspire writers, playwrights, filmmakers, and musicians?

In this course, students will study a sampling of Shakespeare's tragedies, comedies, and history plays, with an emphasis on their enduring themes and such philosophical issues as power, gender, race, and morality. Emphasis will be on reading and discussion,but written and creative assignments of various lengths and types are required in conjunction with each play.

Students will:

- Read and speak the language of Shakespeare with fluidity and understanding
- Demonstrate an understanding of the richness and multiplicity of meaning in Shakespeare's plays
- Draw comparisons and contrasts of characters and themes in various Shakespearean works
- Draw connections between the social/political issues represented in the plays and similar issues of

English

True Crime Narrative – Grade 12
Half Year – Level E .5 Credit
The "True Crime" genre focuses on retelling real crimes that have occurred. In the form of novels, podcasts, docuseries, and documentaries, this genre continues to grow in popularity, and people continue to be captivated by the mal-intent of others and the cases surrounding the crimes. The issue, however, is that all of these mediums may be told not by the accused/accusers themselves, but by the writers of the media. This poses a problem: how do consumers of this media distinguish between what is fact versus what is the narrative that the writers create? This is what this course will examine: how to distinguish reality versus biased embellishment (possibly even pure fiction) in "True Crime" stories. This is a reading intensive course. Disclaimer: The subject matter covered in this course may be disturbing to some.
Students will:

- Read a variety of "True Crime" stories
- Compare and contrast various retellings of the same crime.
- Analyze the narrative development within a "True Crime" story
- Analyze the narrator's role in telling a "True Crime" story

World Literature – Grade 12
Half Year - Levels H, 1, 2, 3 .5 Credit
Students in this course will apply critical skills to representative literature of various types and lengths by authors from various countries. The course is organized in thematic units that stress social and emotional diversity and the common experience of literature. Class ability will determine literature selections and the frequency of writing assignments.
Students will:

- Understand the cultural and philosophical bases of a broad spectrum of world literature
- Reflect upon the universal themes that exist in world literature
- Formulate essential questions for further exploration
- Demonstrate increased skill in writing and higher level thinking
- Understand the influence that time, place, and cultural values have on theme and form

Mathematics

Course Sequence		
Grade 9	Algebra 1	Geometry
Grade 10	Geometry Integrated 2	Algebra 2
Grade 11	Algebra 2 Integrated 3	Pre Calc College Algebra and Trig
Grade 12	Pre Calc College Algebra Statistics ECE Elementary Discrete Mathematics ECE Mathematics for Business and Economics Math Ideas and Concepts	Calculus Statistics ECE Elementary Discrete Mathematics ECE Mathematics for Business and Economics Math Ideas and Concepts

Use of a graphing calculator will be required for Algebra II and courses beyond.

Summer school courses taken for advancement in sequence must be approved in writing by the Mathematics Department Chair and the Director of Counseling Services. Students will be required to pass our mid-term and final exams prior to the start of school.

Integrated I: Algebra and Geometry – Grade 9
Full Year – Level 3 1 Credit
Students will partake in an integrated approach to master both algebraic and geometric core standards. Integrated I is intended to be a 2-year course. To create a more personalized learning experience, Integrated classes use a blended instruction approach in a co-taught classroom environment. Students will be assessed as to their incoming level of Algebra readiness before investigating Algebra I and Geometry topics. Starting with number sense, inequalities, vocabulary, and calculator basics, students continue to build Algebraic skillsets upon a framework supported by Geometric diagrams and relationships.
Students will:

- Comprehend geometry vocabulary, basic postulates, and theorems, with a focus on proper notation
- Solve equations arising through geometric relationship (including variables on both sides, no/all solutions)
- Describe functions (proper notation, domain, range, increasing, decreasing)
- Graph all forms of linear functions, graph inequalities, and plot geometric figures on a coordinate plane
- Evaluate formulas (area, volume, etc.) to reinforce order of operations
- Calculate slope (rate of change) and write equations of lines

Mathematics

Integrated II: Algebra and Geometry – Grade 10
Full Year – Level 3 1 Credit
Prerequisites: Completion of Integrated I or placement by the Department Chair.
In the second year of the Integrated I course, students will continue to master both algebraic and geometric core standards through a blended instruction approach in a co-taught classroom. Students continue to build Algebraic skillsets upon a framework supported by Geometric diagrams and relationships.
Students will:

- Solve systems graphically and algebraically, work with parallel and perpendicular lines
- Evaluate basic exponents, explore properties and graphs of exponential functions
- Graph a triangle on a coordinate plane given the equation of 3 lines, solve similar triangles, determine congruent triangles (SSS, SAS, ASA, HL), and apply the Triangle Sum Theorem
- Perform operations with polynomials, simplify radicals, solve equations involving square roots, and utilize the Pythagorean Theorem
- Understand the areas of basic polygons, parallelograms, and composite figures
- Identify areas of polygons, parallelograms, and special parallelograms, plot and identify quadrilateral types, s and identify type of quadrilaterals
- Understand properties and graphs of quadratic functions, determine zeroes, solve and solve quadratic equations by factoring (include area of polygons and proportions)
- Perform transformations of figures and functions, compare linear functions, exponential functions, and quadratic functions by examining graphs and structure

Integrated III: Algebra II and Statistics – Grade 11
Full Year – Level 3 1 Credit
Prerequisites: Completion of Integrated II or placement by the Department Chair.
Recommendations: Passing grade in Integrated II or teacher recommendation with department chair permission.
This course is designed to continue the alternative sequence in a traditional mathematics program scope and sequence. This course will continue with the same model of the previous two integrated courses, except that it will integrate algebra 2 and statistics standards. The objectives of this course are to instruct students in the Algebra 2 and Statistics and Probability standards as found in the Common Core Standards and are directly related to the Common Core Domains of Algebra, Functions and Statistics and Probability.
Students will:

- Interpret categorical and quantitative data to make inferences and justify conclusion
- Use conditional probability and the Rules of Probability and use probability to make decision
- Build and work with linear, quadratic, and exponential model
- See structure in expressions and be able to create equations as well as reason with equations and inequalities

Mathematics

Algebra I – Grade 9
Full Year - Levels 1, 2, 3 1 Credit
Recommendations: Algebra I L1– A or better in 8th grade Math; Algebra I L2– C or better in 8th grade Math.
Students will build upon previous knowledge of linear equations and relationships.They will learn to define, evaluate, and model situations utilizing linear, quadratic functions.Emphasis will be placed on using a variety of representations for each function; the algebraic equations, the graphs, and the corresponding tables.
Students will:

- Solve linear and quadratic equations
- Solve a system of linear equations and inequalities
- Graph linear, exponential, and quadratic functions
- Select appropriate methods/models for problem-solving and utilize function notation
- Use function notation
- Level 1 Algebra will also include inequalities and exponential functions

Geometry – Grades 9, 10
Full Year - Grade 9: Level 1 1 Credit
Grades 10: Levels 1, 2, 3
Prerequisite: Completion of Algebra I
Recommendations: Geometry L1 – A- or better in Algebra 1 L1 or B or better in 8th grade Algebra I and teacher recommendation. Geometry L2 – B- or better in Algebra 1 L2.
This course will introduce students to the concepts of Euclidean Geometry. The course topics include identifying and comparing geometric shapes, area and volume, ratio and proportion, logic, and transformations. Students will apply geometric concepts to real life problems. Students will also use counting principles and the rules of probability, including conditional probability, to solve real world problems.
Students will:

- Understand and apply the properties of points, lines and planes, including parallel and perpendicular lines and planes, and intersecting lines and planes and their angles of incidence
- Classify figures in terms of congruence and similarity and apply these relationships
- Write geometric proofs
- Calculate and apply the concepts of perimeter, area, and geometric solids.
- Develop, use, and explain applications of ratio, proportion and trigonometric ratio
- Calculate the circumference and area of a circle
- Evaluate angles and segments of circles formed by intersecting chords, secants, and tangents

Algebra II – Grades 10, 11
Full Year - Levels H, 1, 2, 3 1 Credit
Prerequisite: Completion of Geometry.
Recommendations: Algebra II LH – A- or better in Geometry L1, an A in 8th grade Algebra I or Algebra I Algebra II L1 – B or better in Geometry L1 1 and a B or better in Algebra 1 L1 or 8th grade Algebra I Algebra II Level 2 – B- or better in Geometry L2 and a B- or better in Algebra 1

Mathematics

Guidelines: Students enrolled in the honors level course should be comfortable analyzing and synthesizing content.A guiding philosophy behind the instructional practices of this course is an approach to instruction through which students (both independently and collaboratively) interact with their environment-by exploring concepts, wrestling with questions, and developing problem – solving skills that lead to a deep understanding of the curriculum.
This course may be taken concurrently with Geometry in Grade 10 with written approval of the Mathematics Department Chair.
Students will continue to build on the concepts of functions that were introduced in Algebra 1.They will expand their knowledge of quadratic and exponential functions through modeling and their applications. Additionally, they will study polynomial, logarithmic and rational functions. Honors level will explore the Common Core plus topics such as: sequences and series, and data analysis.
Students will:

- Understand the effects of transformations on graphs of diverse functions including piecewise functions.
- Use various algebraic methods to solve quadratic equations including imaginary solutions.
- Explain the relationship between factors, roots, zeros and x-intercepts and how they relate to the associated polynomial equation and graph.
- Apply the definition of inverse functions to understand the relationship of exponential functions and logarithmic functions.

College Algebra with Trigonometry (formerly Algebra III with Trig)—Grades 11, 12
Full Year – Level 1 1 Credit
Prerequisites: Completion of Algebra II L1 or L2
Recommendations: College Algebra Recommendation- a B or better in Algebra 2 Level 2
This course is offered for dual enrollment through Sacred Heart University (SHU MA 106)
This course is designed to build upon students' knowledge of Algebra II concepts, including piecewise functions, polynomials, and parent functions.It will also cover factoring as a means to determine all roots of function, an introduction to rational functions and operations, and in-depth study of exponential and logarithmic functions, and the relationship between these functions. It will finish with an introductory look at trigonometric functions, including right-triangle trigonometry and its application to the unit circle.This course also uses an online software package (MathXL) to enhance and supplement classroom learning.
Students will:

- Build, simplify and solve rational, inverse and logarithmic functions
- See structure in expressions and interpret and transform functions
- Evaluate the six trigonometric functions

Mathematics

Precalculus – Grades 11, 12
Full Year - Levels H, 1, 1 Credit
Prerequisite: Completion of Algebra II L1 or LH; Students who have completed Algebra II L2 will need to take a placement exam to be eligible for Precalculus L1.
Recommendations: Precalculus Honors – B or better in Algebra II LH, an A in Algebra II L1 and teacher recommendation. Precalculus L1 – B or better in Algebra II L1
This course may be offered for dual enrollment through University of Bridgeport
This course is designed to meet the needs of students who have demonstrated strong math ability and achievement in prior math classes. The first semester is a study of trigonometry with applications. Topics include circular functions, solutions of right and oblique triangles, equations and identities. Topics in the second semester include polar coordinates (LH only), polar form of complex numbers, probability, statistics, conic sections, and rational functions. The L1 section uses an online software package (MATHXL) to enhance and supplement classroom learning.
Students will:

- Translate among and use numerical, algebraic, and graphical representation of functions
- Evaluate the six trigonometric functions and their inverses
- Solve triangle problems with real world applications
- Understand, apply, and use counting principles to predict real world outcomes
- Discern and select the correct probability model to solve specific problems

Mathematical Concepts & Applications LE– Grades 12
Full Year - Level E 1 Credit
Prerequisite: Algebra II or Integrated III or with written permission of department chair
This course is designed for students to take high order mathematical reasoning, problem solving methods and strategies, multiple representations of mathematical concepts, interdisciplinary connections and effective communication skills. Components of the course include application of algebra, set theory, logics, number theory statistics and then math based financial literacy.
Students will:

- Apply algebra and geometry skills to real world problems
- Use technology to collect, organize, display and analyze data to reinforce, enhance and extend the understanding of statistics
- Use math to gain a deeper understanding of consumer topics

Calculus L1 – Grade 11, 12
Full Year – Level 1 1 Credit
Prerequisite: Completion of Precalculus L1 or LH
Recommendations: Grade of B or better in Precalculus L1.
This course is offered for dual enrollment credit through University of Bridgeport (MATH 110)
This course is designed for students who want to learn the concepts of calculus but who do not plan to take the AP exam. The topics covered in this course include continuity, limit theory, and differentiation and integration of algebraic and transcendental functions. Problems involving the application of derivatives and integrals will be included throughout the curriculum. Evaluation of student performance is based on tests, quizzes, homework, projects and problem sets. A graphing calculator is used extensively in this course. This class is designed to meet the needs of students who have demonstrated exceptional ability and achievement in prior math courses.

Mathematics

Students will:

- Use derivation as a means to find instantaneous rate of change
- Use Integration to determine the summation of an infinite set
- Comprehend the meaning of the definite integral as a limit of Riemann sums
- Compare the relationship between the integral and derivatives of a function
- Solve and analyze real world applications using derivatives and integrals

Advanced Placement Calculus AB – Grades 11, 12
Full Year – Level H 1 Credit
Prerequisite: Completion of Precalculus
Recommendations: Grade of A- or better in Precalculus Level 1 **or** B- or better in Precalculus Honors and teacher recommendation.
This course requires a summer assignment and independent work on the part of the student.
The topics covered in this course include continuity, limit theory, and differentiation and integration of algebraic and transcendental functions, and applications of derivatives and integrals. Advanced techniques of integration and differential equations will also be covered. Evaluation of student performance is based on tests, quizzes, homework, projects and problem sets. A graphing calculator is used extensively in this course. This class is for students who have demonstrated exceptional ability and achievement in prior math courses. Students are expected to take the *Advanced Placement Calculus AB Exam.*
Students will:

- Use the derivative to solve a variety of problems
- Comprehend the meaning of the definite integral as a limit of Riemann sums
- Explain the significance of the Fundamental Theorems of Calculus as they convey the relationship between differentiation and integration
- Model real-world problems with a function, a differential equation, or an integral

Advanced Placement Calculus BC – Grades 11, 12
Full Year – Level H 1 Credit
Prerequisites: Completion of Precalculus
Recommendations: Grade of A + in Precalculus Level 1 or B+ or better in Precalculus Honors and teacher recommendation.
The course requires a summer assignment and independent work on the part of the student.
This course is designed for students planning to take the Advanced Placement Calculus BC Exam. Topics include limit theory, differentiation and integration of algebraic and transcendental functions and applications of derivatives and integrals. Parametric and polar equations, advanced techniques of integration, differential equations and infinite series will also be covered. Evaluation of student performance is based on tests, quizzes, homework, projects and problem sets. The graphing calculator is used extensively in this course. This class is for students who have demonstrated exceptional ability and achievement in prior math courses. Students are expected to take the *Advanced Placement Calculus BC Exam.*

Mathematics

Students will:

- Use the derivative to solve a variety of problems
- Comprehend the meaning of the definite integral as a limit of Riemann sums
- Explain the significance of the Fundamental Theorems of Calculus as they convey the relationship between differentiation and integration
- Model real-world problems with a function, a differential equation or an integral
- Determine whether an infinite series converges
- Express functions as sums of infinite series

Elementary Discrete Mathematics- Grade 12

Half year- L1 .5 Credit

Prerequisites: Completion of Algebra II

This course may be offered for dual enrollment through University of Connecticut (MATH 1030Q)- pending approval

This course explores foundational ideas in discrete mathematics, a field used in computer science, business, and logical decision-making. Students will investigate topics such as counting and probability, sequences and patterns, graph theory, voting and apportionment, number systems and number theory, and the mathematics of finance. Emphasis is placed on problem-solving, logical reasoning, and real-world applications. The course strengthens critical thinking skills and prepares students for further study in mathematics, computer science, and related fields.

Students will:

- Analyze and model quantitative situations
- Construct valid mathematical arguments
- Evaluate decision-making methods
- Apply financial mathematics
- Communicate their reasoning clearly

Mathematics for Business and Economics-Grade 12

Half Year- L1 .5 Credit

This course may be offered for dual enrollment through University of Connecticut (MATH 1070Q)- pending approval

This course extends students' mathematical understanding with a focus on real-world applications in business, finance, and economics. Topics include linear equations and inequalities, matrices, systems of equations, linear programming, sets, counting principles, probability, statistics, and financial mathematics. Students learn how to apply these concepts to analyze data, solve practical problems, and make informed decisions.

Students will:

- Recognize patterns
- Model real-world situations
- Communicate mathematical reasoning
- Confidently use mathematics as a decision-making tool in business and financial contexts.

Mathematics

Statistics – Grade 12
Full Year – Levels 1, 2 1 Credit
Prerequisites: completion of Algebra II
Recommendations: Algebra II level 2 or higher with a B or better or with written permission of department chair.
Statistics L1 – A in Algebra II L2, B or better in Algebra II L1
Statistics L2 – B or better in Algebra 2 Level 2 or an A– in Algebra III L3.
This course is designed for students planning to attend a four-year university/college. Students will be introduced to the major tools and concepts of statistics. Conclusions will be drawn based on collection, organization, and analysis of data. Students will produce models using probability and simulation by looking at patterns and variations from patterns; which, in turn, will require them to decide how and what to measure to confirm the accuracy of their models. Technology and manipulatives will be incorporated on a regular basis during instruction and assessment. The **graphing calculator** is used extensively as a classroom tool and is a **required** instrument in the course. This course uses an online software package, (MATH XL), to enhance and supplement classroom learning.
Students will:

- Summarize and interpret univariate data and analyze bivariate data analyze categorical data to understand and compare methods of data collection
- Use probability in the study of randomness
- Understand normal distribution and simulate sampling distributions for populations and sample means
- Construct confidence intervals and perform tests of significance

AP Statistics – Grades 11, 12
Full Year – Level H 1 Credit
Prerequisites: completion of Precalculus
Recommendations: Passing grade in Precalculus Honors or Level 1 and teacher recommendation.
This course requires a summer assignment and independent work on the part of the student.
This course is offered for dual enrollment through the University of Bridgeport (MATH 203)
This course is designed for students planning to take the AP Statistics Exam. Students will be introduced to the major tools and concepts of statistics. Conclusions will be drawn based on collection, organization, and analysis of data. Students will produce models using probability and simulation by looking at patterns and variations from patterns which will require them to decide how and what to measure to confirm the accuracy of their models. Technology and manipulatives will be incorporated on a regular basis during instruction and assessment. The graphing calculator is used extensively as a classroom tool. Students are expected to take the *Advanced Placement Statistics Exam.*
Students will:

- Summarize and interpret univariate data and analyze bivariate data
- Analyze categorical data to understand and compare methods of data collection
- Use probability in the study of randomness
- Understand normal distribution and simulate sampling distributions for populations and sample means
- Construct confidence intervals and perform tests of significance.

Mathematics

AP Computer Science Principles – Grades 10, 11, 12
Full Year – Level H 1 Credit
Prerequisites: Successful completion of Geometry and teacher recommendation.
This course requires a summer assignment and independent work on the part of the student.
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Students are expected to take the Advanced Placement Computer Science Principles Exam.

AP Computer Science A– Grades 10, 11, 12
Full year – Level H 1 Credit
Prerequisite: AP Computer Science Principles, Intermediate Computing or with instructor approval for students with programming experience.
Recommendations: Grade of B or better in Intermediate Computing or Grade of B or better in AP CSP
This course requires a summer assignment and independent work on the part of the student.
This full-year course consists of the study of the computer language JAVA. Advanced topics include reference types, algorithm analysis, advanced OOP programming, and the use of data structures such as arrays and lists to solve problems. This course may require a summer assignment and independent work on the part of the student. Students are expected to take the Advanced Placement Computer Science Exam.

Physical Education/Health

The Amity Health and Physical Education Department is dedicated to offering a holistic learning experience that fosters the development of key personal competencies, including collaboration, communication, empathy, problem-solving, and planning, to help students grow and succeed.

In Health, students develop the ability to promote overall health and wellness through hands-on and skills-based learning. Students use a variety of learning activities to build health-literacy. The courses use communication skills to drive class discussions leading students to new understandings. Collaborative learning assignments provide the opportunity to advocate for individual and school-wide health promotion. The Mental and Emotional Health unit provides students the opportunity to build empathy skills through a variety of class discussions and activities acknowledging the feelings of others, and demonstrating compassion through a multitude of topics. Throughout the Nutrition unit, students develop the ability to plan by making healthy choices that promote their own wellness through the creation of nutrition and exercise plans. All of our units encourage students to practice problem solving by demonstrating their ability to analyze and synthesize information which is shown by their ability to ask thoughtful and insightful questions.

In Physical Education students participate in fitness, sport-education, and health related topics. Students use curricular experiences to build collaborative skills through partner and group work paired with physical activity in a variety of ways. Every class presents the opportunity to collaborate, communicate, and plan ways to maximize physical activity and improve overall health and wellness. Empathy is essential to all classes, which are unleveled, and incorporate students with wide-ranging ability levels.

The experience students gather as a result of their Health and Physical Education experience will instill a comprehensive foundation of knowledge and abilities that will lead to lifelong health and wellness.

Health and Physical Education Course Offerings

Grade 9	**Physical Education 9**	**9th Grade Health & Wellness**	**Adapted Physical Education**
Grade 10	**Physical Education 10/11**		**Adapted Physical Education**
Grade 11	**Physical Education 10/11**		**Adapted Physical Education**
Grade 12			**Adapted Physical Education**

Physical Education/Health

Health and Physical Education Elective Course Offerings

Grade9	**Unified Physical Education**				
Grade10	**Unified Physical Education**	**Teen Life**			
Grade 11	**Unified Physical Education**	**Teen Life**	**Amity Advocates**	**Nutrition**	**Exercise Science**
Grade 12	**Unified Physical Education**	**Teen Life**	**Amity Advocates**	**Nutrition**	**Exercise Science**

Physical Education – Grades 9, 10, 11
Courses include:
Physical Education 9 – half year course (Grade 9 State of Connecticut graduation requirement) **.5 credit**
Physical Education 10/11 (Grade 10-11, State of Connecticut graduation requirement)-
Full year– meets 2X per cycle .33 credit
Throughout the duration of the course, students cultivate their comprehension and abilities to work toward the dispositions of the Portrait of the Graduate.
Students are provided with opportunities to demonstrate their ability to be an empathizer that continuously grows their capacity to understand multiple perspectives.
Embedded within the fitness based curriculum, students develop their problem solving abilities and planning strategies while collaborating with their peers.
Communication plays a key role within this discipline where students are encouraged to clearly, confidently and effectively read, write, speak and listen across various formats and contexts.
This includes but is not limited to; physical activity, various assessments, technology based learning, peer evaluation, leadership roles

Physical Education/Health

Health and Wellness 9– Grade 9

Half Year– Level E .5 Credit

Our comprehensive, mandated curriculum includes units related to: Mental and Emotional Health, Substance Abuse & Addiction, Human Growth and Development and Nutrition. All Health Education classes are taught by state-certified and experienced health teachers.

The goal of the freshman health and wellness class is to empower students with the knowledge, skills, and habits needed to make informed decisions that promote physical, mental, and emotional well-being throughout their lives.

Students will:

- Access valid information, products, and services.
- Use interpersonal communication skills to avoid or reduce health risks.
- Use decision-making skills.
- Use goal-setting skills.
- Advocate for personal, family, and community health.
- Comprehend concepts related to health promotion and disease prevention.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Physical Education– Adapted – Grades 9, 10, 11, 12

Full Year – Level E .5 Credit

Adapted Physical Education is geared toward students in the high school "SAILS Program" with a purpose of affording students physical fitness and life skills to lead a physically active lifestyle. Students in Adapted Physical Education are combined with typical students (partners) in the Unified Physical Education Class. The major goals of the course are for students to interact in a positive and supportive manner with each other, build self-confidence in their physical abilities and continue to demonstrate perseverance, collaboration, empathy and persistence for all students who are enrolled in the class.

Students will:

- Become capable in leading a physically active and healthy lifestyle
- Interact positively with others during physical activity
- Persevere through challenges
- Support peers in their endeavors

Physical Education/Health

ELECTIVE COURSES

Amity Advocates – Grades 11, 12
Half Year – Level E .5 Credit
The course is a .5 health credit. Although this is a semester course it can be taken up to two times, consecutively or non-consecutively, to serve as a full year course. It will run in both fall and spring semesters when possible based on enrollment. Please contact Mr. Rothbart for more information if you have.
Although this is a semester course it can be taken up to two times, consecutively or non-consecutively, to serve as a full year course. It will run in both fall and spring semesters when possible based on enrollment. Please contact Mr. Rothbart for more information if you have any questions. Amity Advocates utilizes authentic learning tasks to address health content specific to the Amity and BOWA community. The class will combine student-centered learning with a peer-advocacy model to build a positive community for all current and future Amity students. Students will develop their own leadership and teaching styles to deliver health messages while working collaboratively with their peers to create real-world experiences.
Students will:

- Demonstrate positive collaboration skills with peers,
- Demonstrate communication skills to plan activities with professional staff,
- Demonstrate leadership and creativity, develop social interaction skills.

Exercise Science- Grades 11,12
Half Year- Level E .5 Credit
Prerequisites: 2 years of both science and 9th and 10th grade physical education courses
This course may be offered for dual enrollment through University of Bridgeport (pending approval)
An introduction to the science of human movement in a hybrid format of both classroom and active participation in different areas of exercise. This course provides an overview of exercise physiology, sport and exercise psychology, biomechanics, motor behavior, sociocultural aspects of sport and exercise, sport nutrition, and other related topics. Also, this course provides information on the numerous areas of study and their applications within the field of Kinesiology.
There is an active component to this course where students will be required to actively design, teach and participate in a variety of exercise routines.
Students will be required to have a change of clothes similarly to the current protocol in Physical Education.
Students will:

- Understand and apply the principles of exercise testing and prescription to diverse populations at various developmental stages and under a range of health conditions
  Describe physiological concepts related to exercise testing (i.e. maximal aerobic testing, anaerobic testing, body composition analysis.
- Design and implement a variety of fitness routines to train the four different aspects of physical fitness.

Physical Education/Health

Nutrition- Grades 11,12

Half Year- Level E .5 Credit

Prerequisites: 2 years of science

This course may be offered for dual enrollment through University of Bridgeport (pending approval)

The scientific principles relating to nutrition and physical fitness and the impact of diet and exercise on health and the quality of life will be studied in this course. The course will incorporate information from the areas of human physiology, nutrition, physical education and medicine. Specific topics will include a comprehensive study of macronutrients and micronutrients, personalized diet assessment and planning, individualized caloric and body requirements, body composition and weight control. **There is no active component to this course**

Students will:

- Describe how good health and fitness are dependent upon a diet which supplies the essential nutrients in the proper amounts
- Analyze individual nutritional and caloric needs and design personalized diet plans to align with fitness/health related goals
- Understand the implications of diet related illnesses and their implications in our daily lives and lifelong wellness.

Physical Education- Unified- Grades 9, 10, 11, 12

Half Year– Level E .5 Credit

Although this is a semester course it can be taken up to two times, consecutively or non-consecutively, to serve as a full year course. It will run in both fall and spring semesters when possible based on enrollment.

This course combines students with special needs with typical students (partners) to engage in lifetime fitness and sports related concepts and activities in a physical education class setting. It also builds collaboration, empathy and persistence for all students who are enrolled in the class.

Students will:

- Learn social interaction between students with special needs and typical peers.
- Improve fitness now and in the future by learning lifetime skills that will lead to an active and healthy lifestyle.
- Problem solve and support each other through leadership opportunities and student collaboration.
- Prepare for participation in interscholastic unified sports competition.

Teen Life 101 – Grades 10, 11, 12

Half Year - Level E .5 Credit

Prerequisites: Health & Wellness 9

While examining the latest trends in teen behavior, students will acquire the most up-to-date information regarding Mental and Emotional Health, Alcohol and Other Drugs, and Human Sexuality.

For the Human Sexuality Unit-

Students will:

- Explain the physiological and psychosocial process involved in human reproduction.
- Evaluate choices that promote their own wellness and understand financial responsibility. Including pregnancy, contraceptives, and sexually transmitted infections with a focus on abstinence.

- Predicting potential short and long term consequences and alternatives to health-related decisions by analyzing and synthesizing information.
- Differentiate between sexual identity and orientation, placing a strong emphasis on biology. While respecting the differences of others.
- Students will learn that abstinence is the only 100%-effective method of preventing conception.
- Students will describe the various impacts of teen pregnancy

For Alcohol and Other Drugs Unit-
Students will:

- Explain long and short term consequences of drug use.
- Differentiate between use, abuse, and addiction.
- Describe how the stages of addiction can increase from experimentation to dependency in an instant.
- Compare and contrast the signs of dependency/addiction? (similarities and differences)
- Explain the significance of the opioid crisis.
- Practice realistic refusal skills.
- Determine the impact and importance of decision making.
- Examine the ripple effects (e.g., financial, social, emotional, physical) costs of alcohol and drug use.
- Examine the resiliency skills that empower people to remain alcohol- and drug-free.
- Summarize family rules, school rules, and laws about alcohol, nicotine, and other drug-use.
- Compare the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss.
- Examine the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.

For the Mental Health Unit-
Students will:

- Evaluate mental illnesses and factors and experiences that may impact mental health.
- Empathizing with and respecting the varying feelings and experiences of others.
- Communicate by taking risks to have difficult and courageous conversations to communicate
- divergent perspectives and understand and adjust to their audiences by recognizing signs and symptoms of mental illnesses.
- Collaborate with others to establish meaningful and appropriate connections including practicing refusal skills and ways to overcome peer pressure.
- Compare and contrast stress relief outlets (Napping, yoga, meditation, phone apps, humor, laughing, etc.)
- Interpret the psychology behind promoting a growth mindset through the creation of vision boards.
- Demonstrate the importance of reflecting on needs, wants, and values when examining short and long term goals.
- Explain how accountability is a key element in goal setting.
- Explain the role that empowering affirmations plan in maintaining/manifesting future health.

Science

SCIENCE SEQUENCE

	Honors/Level One	Level Two	Level Three
Grade 9	Biology I L1 Science Research Year I LH	Biology I L2	Biology I L3 Integrated Science L3 Adaptive Science L3
Grade 10	Chemistry I LH/L1 Science Research Year I LH Advanced Science Research LH	Chemistry I L2 **Semester Elective:** Unified Science LE	Chemistry L3 Integrated Science L3 Adaptive Science L3
Grade 11	Physics I L1 Human Anat & Phys. LH/L1 Marine Bio & Ocean. LH/L1 **Advanced Courses:** AP Biology LH AP Chemistry LH AP Env. Science LH AP Physics I LH Advanced Science Research LH	Physics I L2 Human Anat. & Phys L2 Marine Bio & Ocean L2 Env. Science L2 **Semester Elective:** Unified Science LE	Human Anat. & Phys L3 Science, Tech, & Engineering L3 Integrated Science L3 Adaptive Science L3
Grade 12	Physics I L1 Human Anat&Phys. LH/L1 Marine Bio & Ocean. LH/L1 **Advanced Courses:** AP Biology LH AP Chemistry LH AP Env. Science LH AP Physics 1 LH AP Physics C LH Advanced Science Research LH	Physics I L2 Human Anat. & Phys L2 Marine Bio & Ocean L2 Env. Science L2 **Semester Electives:** Forensic Science LE/L1 Impacts & Issues LE The Science of Food LE Unified Science LE	Human Anat & Phys. L3 Science, Tech, & Engineering L3 Integrated Science L3 Adaptive Science L3

Science

The goals of the Science Department are to nurture an enjoyment of science, to understand its use in our everyday life, to foster an active awareness of the role science plays in local and global environmental issues and to help students manage the increasing volume of scientific information.
All courses emphasize the development of scientific skills needed for living in an increasingly technological society. These include reasoning and thinking skills, problem-solving, technical writing and reading scientific materials. All laboratory courses stress the mastery of proper laboratory techniques. In addition, good mathematical skills are important tools for chemistry and physics.
Students will:

- Formulate a testable hypothesis and design and carry out an experiment that reflects the logical connections to the scientific concepts guiding the hypothesis
- Use technology to collect and analyze data. Use mathematical tools and models to guide and improve the posing of questions, gathering of data, constructing explanations and communicating results
- Propose an explanation of a scientific investigation that is logically consistent and abides by the rules of evidence
- Communicate explanations and findings effectively; write and follow procedures; express concepts; review, interpret, and summarize data; create and interpret charts and diagrams; speak clearly and logically; and construct an explanation.

Biology I – Grade 9
Full Year - Levels 1, 2, 3 1.34 Credit
The study of science in Grade 9 emphasizes basic biological concepts and how they relate to the human and cultural conditions of the contemporary world. Major units of study include the chemical basis of life, cell structure and function, microbiology, botany, invertebrate and vertebrate zoology, human biology, genetics, aspects of evolution, and taxonomy. Ecological relationships in our environment also are considered. Laboratory investigations are designed to develop techniques and the intellectual process skills associated with the biological sciences. Science inquiry and Next Generation Science Standards are emphasized
Students will:

- Describe and demonstrate that cells have specialized structures to carry out cell functions and that most cell processes involve chemical reactions
- Analyze and interpret data supporting that DNA provides the instructions for specifying the characteristics of all organisms. Also that passing on genetic information is different in the cell division processes of mitosis and meiosis
- Differentiate between organisms using inherited characteristics and classify organisms using biological classification schemes
- Predict the flow of energy and materials through ecosystems from the sun by using food webs, trophic level pyramid models and population growth patterns
- Describe the capture of energy by plants in the process of photosynthesis and the storing and release of energy through cellular respiration

Science

Chemistry I – Grades 10

Full Year – Levels H, 1, 2, 3 1.33 Credit

This course requires a summer assignment and independent work on the part of the student for LH and L1.

This is a college preparatory laboratory science course that involves the study of matter and energy relationships in chemical reactions, atomic structure and bonding, acids and bases, and other related topics. Students will read scientific texts, apply problem solving, use science inquiry to design and conduct experiments and apply science writing skills to writing formal laboratory reports. Excellent comprehension and problem-solving skills are required. Science inquiry and Next Generation Science Standards are emphasized. Because mathematical applications are stressed, the student's math level should coincide with the following guidelines for this course:

Students will:

- Apply science inquiry skills to design and carry out experiments
- Describe the structure of the atom. Discuss subatomic particles, their properties and arrangement in the atom, and the electric force that holds the nucleus and electrons together
- Describe the transferring or sharing of electrons that occurs when atoms interact and describe the resulting chemical bonds and types of compounds that form
- Describe the repeating patterns of physical and chemical properties that occur when elements are listed in the order according to the number of protons and identify the resulting families of elements.
- Recognize that the "Periodic Table" is a consequence of the repeating pattern of outermost electrons and their permitted energies
- Predict products of chemical reactions both qualitatively and quantitatively and evaluate the accompanying release or consumption of energy

Level	Prerequisite (Required)	Level	Grade (Recommended)	Concurrent Math Course (or higher)
Chem I LH	Algebra I Biology I	L1 L1	A- or higher A- or higher	Algebra II
Chem I L1	Algebra I Biology I	L1 L2 L1 L2	B- or higher A- or higher B- or higher A- or higher	Geometry
Chem I L2	Algebra I Biology I	L2 L3 L2 L3	B- or higher A- or higher B- or higher A- or higher	Geometry
Chem I L3	Biology 1			Integrated Math

Science

Physics I – Grades 11, 12

Full Year – Levels 1, 2 1.33 Credit

Students can take Physics I or AP Physics I for credit but not both.

This course includes measuring techniques, acceleration, force, momentum, energy, electricity, magnetism, sound, and light. It focuses on discoveries students will make in the laboratory and there is heavy emphasis on science problem solving and science inquiry. Algebra and geometry are used on a daily basis for all levels, and trigonometry is used routinely in L-1. Because mathematical applications are stressed, the student's math level should coincide with the following guidelines for this course:

Students will:

- Understand that objects change their motion only when a net force is applied and use laws of motion to calculate the effects of forces on the motion of objects.
- Employ the relationship F = ma to determine the magnitude of the change in motion.
- Demonstrate that whenever one object exerts force on another, a force equal in magnitude and opposite in direction is exerted on the first object
- Understand that the total energy of the universe is constant and that energy can be considered to be either kinetic, potential, or energy contained by a field. Be able to compute energy transfers, both mechanical and electrical
- Understand that the electric force is a universal force that exists between any two charged objects and demonstrate that the strength of the force is directly proportional to the charges, and inversely proportional to the square of the distance between them

Level	Prerequisite (Require)	Level	Grade (Recommended)	Concurrent Math Course (or higher)
AP Physics I	Algebra II Chemistry I	LH L1 LH L1	B- or higher A- or higher B- or higher A- or higher	Pre-Calculus
Physics I L1	Geometry Chemistry I	L1 L2 L1 L2	B- or higher A- or higher B- or higher A- or higher	Algebra II
Physics I L2	Geometry Chemistry I	L2 L3 L2 L3	B- or higher A- or higher B- or higher A- or higher	Algebra II
Science, Technology, & Engineering	2 years of science			Integrated Math

Science

Environmental Science – Grades 11, 12
Full Year - Level 2 1.33 Credit
Prerequisites: 2 years of science
Students enrolled in this course will study fundamental principles of ecology and with environmental problems which confront our modern society. Topics covered will include basic ecology, population growth, endangered animals, energy use and conservation, nuclear power, world food problem, air pollution (ozone, greenhouse effect, smog), water pollution, solid and toxic waste disposal, and land use. Students will supplement reading text with current newspaper and periodical articles and internet sources.
Students will:

- Recognize that humans have had an impact on the environment for millions of years and describe the rate and scale of man's impact on the environment, due to technology and population growth. Recognize that understanding population growth is essential to understanding how to maintain a sustainable Earth
- Recognize that an understanding of basic concepts and principles of science and technology should precede debate about the economics, policies, and ethics of various science related challenges, but that the development of solutions must take into account cultural, social and economic factors
- Demonstrate ecological principles by using selected terrestrial organisms for study

Human Anatomy and Physiology – Grades 11, 12
Full Year – Levels H, 1, 2, 3 1.33 Credit
This course offers in-depth coverage of the structure and function of the human body. Topics include cell structures and function, tissues, body organization and a detailed study of the human body systems in health and disease. The required laboratory work includes cell and tissue studies using the microscopes, comparative anatomy dissections, and experiments involving physiological processes such as respiration, heart rate and blood pressure.
Students will:

- Recognize that all organisms must be able to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment
- Understand that the complexity and organization of organisms accommodates the need for obtaining, transforming, transporting, releasing, and eliminating the mater and energy used to sustain the organism
- Describe the functioning of the body as it is divided up among various organ systems and how these systems are interrelated
- Describe the anatomy and physiology of human tissues, organs and organ systems and understand the effect of disease on the functioning of these tissues, organs and organ systems

Level	Prerequisite (Require)	Level	Grade (Recommended)
Human Anatomy & Physiology LH	Biology I Chemistry I	L1 LH L1	A- or higher B- or higher A- or higher
Human Anatomy &	Biology I	L1	B- or higher

Physiology L1	Chemistry I	L2 L1 L2	A- or higher B- or higher A- or higher
Human Anatomy & Physiology L2	Biology I Chemistry I	L2 L3 L2 L3	B- or higher A- or higher B- or higher A- or higher
Human Anatomy & Physiology	Biology I Chemistry I	L3 L3	

Marine Biology and Oceanography – Grades 11, 12

Full Year – Levels H, 1, 2 1.33 Credit

This course investigates the human fascination with the ocean in a full year, advanced science course using an interdisciplinary approach to science inquiry featuring the ocean and its fascinating inhabitants. The main goal of the course is to increase science literacy for Amity students combining aspects of biology, earth science, history, engineering, math, physics and chemistry. Students will complete their own STEM project which may include building an autonomous underwater vehicle, building and deploying a monitoring buoy for data collection or designing equipment for maintaining scallops or salmon eggs in culture. Students will be prepared to make decisions to preserve and protect the ocean and its natural resources.

Students will:

- Summarize why and how we explore using ocean technologies – past and present
- Compare and contrast the structures and functions of marine organisms including microbes, plants, invertebrate and vertebrate animals. Students will recognize that biodiversity indicates a healthy ecosystem
- Describe the origin and the structure of the ocean basins, including the theory of plate tectonics
- Explain how marine organisms are adapted to the chemical and physical features of seawater and connect the fundamentals of biology as they relate to marine organisms
- Evaluate human impact on ocean environments, including Long Island Sound
- Design and carry out a STEM research project that requires aspects of science inquiry and engineering.

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Level	Prerequisite (Required)	Level	Grade (Recommended)
Marine Biology & Oceanography LH	Biology I Chemistry I	L1 LH L1	A- or higher B- or higher A- or higher
Marine Biology & Oceanography L1	Biology I Chemistry I	L1 L2 L1 L2	B- or higher A- or higher B- or higher A- or higher
Marine Biology & Oceanography L2	Biology I Chemistry I	L2 L3 L2 L3	B- or higher A- or higher B- or higher A- or higher

AP Biology– Grades 11, 12

Full Year - Level H 1.33 Credit

This course requires a summer assignment and independent work on the part of the student.

This course is designed for students planning to take the Advanced Placement Biology Exam. The college-level curriculum of this course is a comprehensive survey of the biological world. It follows the outline of the Advanced Placement Biology Program.

Students will:

- Understand that cells have particular structures that underlie their function and be able to describe this relationship on both a macroscopic and molecular level (e.g. energy production, transport of molecules, waste disposal, synthesis of new molecules, and the storage of genetic material)
- Describe the function and structure of nucleic acids, including how the chemical and structural properties of DNA explain how the genetic information that underlies heredity is both encoded in genes and replicated
- Understand that species evolve over time and that evolution is the consequence of the interactions of the potential for a species to increase its numbers, the genetic variability of offspring due to mutation and recombination of genes, a finite supply of the resources required for life, and the ensuing selection by the environment of those offspring better able to survive and leave offspring
- Recognize that all organisms must be able to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment and describe the method by which an organism regulates its internal environment

Science

Level	Prerequisite (Required)	Level	Grade	Concurrent Math Course (or higher)
Ap Biology	Biology I Chemistry I	L1 LH L1	A- or higher B- or higher A- or higher	N/A

AP Chemistry – Grades 11, 12
Full Year – Level H 1.33 Credit
Prerequisites: Chemistry I Level H
This course requires a summer assignment and independent work on the part of the student.
This course is offered for dual enrollment through the University of Connecticut (CHEM 1127Q and 1128Q)
In addition, students will be prepared to take the Advanced Placement exam in chemistry.
The college-level curriculum of this course is a comprehensive survey of chemistry. It follows the course syllabi and description in the UConn program of studies:
1127Q (General Chemistry 1): Designed to provide a foundation for more advanced courses in chemistry. Atomic theory, laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions. Quantitative measurements illustrating the laws of chemical combination in the laboratory component.
1128Q (General Chemistry II): Equilibrium, thermodynamics, nuclear chemistry, and kinetics. Properties of some of the more familiar elements and their compounds. Equilibrium in solutions and reactions of the common cations and anions in the laboratory component.

Level	Prerequisite (Required)	Level	Grade	Concurrent Math Course (or higher)
AP Chemistry	Chemistry I Algebra II	LH L1 LH L1	B- or higher A- or higher B- or higher A- or higher	Pre- Calculus

AP Physics I – Grades 11, 12
Full Year – Level H 1.33 Credit
Students can take Physics I or AP Physics 1 for credit but not both.
This course is designed for students planning to take the Advanced Placement Physics 1 Exam. The college-level curriculum of this course focuses on mechanics, electromagnetism, and waves. It follows the outline of the Advanced Placement Physics Program.
Students will:

- Use conservation laws and Newton's laws of motion with free-body diagrams to predict and describe translational and/or rotational motions of systems involving elastic, gravitational or friction forces
- Describe how fields in space such as gravitational and electric fields can be used to explain interactions
- Explain that changes which occur in a given system are constrained by laws of conservation. This includes momentum, energy, charge and mass.

Science

Level	Prerequisite (Required)	Level	Grade	Concurrent Math Course (or higher)
AP Physics I	Chemistry I Algebra II	LH L1 LH L1	B- or higher A- or higher B- or higher A- or higher	Pre-Calculus

AP Physics C – Grade 12
Full Year – Level H 1.33 Credit
This is a second year Physics course
This course requires a summer assignment and independent work on the part of the student.
This course is designed for students planning to take the Advanced Placement Physics "C" Exam. The college-level curriculum of this course focuses on mechanics, electromagnetism, and modern physics. It follows the outline of the Advanced Placement Physics Program.
Students will:

- Use conservation laws and Newton's laws of motion with free-body diagrams to predict and describe translational and/or rotational motions of systems involving elastic, gravitational or friction forces
- Create differential equations to describe physical situations such as approach to terminal velocity or simple harmonic motion. Solve such equations by numerical methods with a computer, by clever guessing and verification and/or by separation of variables
- Use calculus to predict the location of solid object's center of mass or to create formulas for the gravitational, electric or magnetic field produced by a given distribution of mass, charge, or current
- Use Maxwell's equations to discover the fundamental concepts of special relativity, including the universality of the speed of light, the Lorentz transformation, relativistic momentum and kinetic energy, and the mass-energy equivalence

Level	Prerequisite (Required)	Level	Grade	Concurrent Math Course (or higher)
AP Physics C	Physics I Chemistry II	AP 1 L1 LH L1	B- or higher A- or higher B- or higher A- or higher	Calculus

Science

AP Environmental Science – Grades 11, 12
Full Year – Level H 1.33 Credit
Prerequisites: Biology I, Chemistry I
This course requires a summer assignment and independent work.
This course is offered for dual enrollment credit through UConn (NRE 1000E)
This college-level course offers a comprehensive survey of environmental science, following the outline of the UConn NRE 1000 Environmental Science syllabus and College Board Advanced Placement Environmental Science Program. Major topics include:

- Ecosystem dynamics and energy flow
- Biogeochemical cycles and ecological principles
- Human population impacts and resource use
- Energy resources: nonrenewable and renewable energy, and conservation strategies
- Types of pollution: air, water, and soil pollution, bioaccumulation, and waste management
- Land and water use: agriculture, forestry, mining, and urbanization
- Biodiversity, conservation, and ecological restoration
- Environmental policy and global climate change

In addition to classroom learning, students engage in fieldwork, lab investigations, and real-world applications of environmental science, often collaborating with local conservation organizations on projects such as stream ecology studies, invasive species management, and ecological restoration

Level	Prerequisite (Required)	Level	Grade	Concurrent Math Course (or higher)
AP Environmental Science	Biology I Chemistry	L1 LH L1	A- or higher B- or higher A- or higher	Algebra II

Forensic Science – Grades 12
Half Year – Level E, 1 (by contract) .5 Credit
(No lab period)
Forensic Science is a one-semester course that introduces students to the science techniques used by forensic scientists. It is a hands-on course and requires students to use science inquiry lab techniques and skills taught in Biology I and in Chemistry I. This course relies heavily on those skills to analyze samples collected at “crime scenes”. Students will participate in team activities to solve crimes and decipher clues. Mock courtroom presentations of their collected evidence is required. Typical lab activities deal with blood spatter analysis, crime scene recreation, hair analysis, fingerprinting techniques, and forensic anthropology topics. Research projects may be assigned throughout the semester to strengthen the students' understanding of what it means to be a forensic scientist. Career opportunities in the field of forensics, law enforcement and laboratory analysis are explored.
Disclaimer: The subject matter covered in this course may be disturbing to some.
Students will:

- Apply science principles learned in earlier science courses to forensic analysis
- Apply science inquiry skills to forensic analysis

- Learn and apply specific techniques used by forensic scientist
- Explore career opportunities in forensics and associated fields
- Utilize crime scene analysis skills to solve a crime while collaborating with a team

Impacts and Issues of Science and Technology – Grades 12
Half Year - Level E .5 Credit
(No lab period)
Prerequisites: 2 years of science
This course deals with the application of science and technology to everyday life. New advances in science and the technological applications will be studied as well as the impact which these advances have upon society. Topics may include artificial organs and organ transplants, new developments in reproductive medicine, developments in medicine which result in quality of life decisions, and the threat of nuclear, biological, and chemical warfare. Students will research the topics studied, discuss and debate the issues and propose possible solutions. Students may want to consider taking Impacts and Issues of Science and Technology for one semester and Environmental Science for another semester. Together these courses will cover many important issues which face us in the 21st century.
Students will:

- Describe the differences between scientific inquiry and technological design and the interdependence and the interconnectedness between science and technology. Recognize that technological solutions may create new problems
- Describe how scientists are influenced by societal, cultural, and personal beliefs and ways of viewing the world and recognize that science is not separate from society but rather science is part of society
- Describe how science distinguishes itself from other ways of knowing and from other bodies of knowledge through the use of empirical standards, logical arguments, and skepticism
- Recognize that changes in science usually occur as small modifications in extant knowledge and discuss how the daily work of science and engineering results in incremental advances in our understanding of the world and our ability to meet human needs and aspirations

The Science of Food –Grade 12
Half-Year – Level E .5 credits CTE or Science
(No lab period)
Prerequisite: 2 years of science
This course will be split between the traditional classroom setting and the culinary kitchen. Students enrolled in this course will study the biology, chemistry and physics associated with ingredients, food preparation and cooking techniques.This class gives students the opportunity to learn about the reactions and changes that are happening in our food and cooking techniques to create flavors.Students will also be given the opportunity to take this information into the kitchen and experiment with different equipment, techniques and ingredients.Topics covered will include solutions and solubility, caramelization, phase changes, salts and their role in our food and diet, the Maillard reaction and many more.
Students will:

- Investigate the science behind culinary procedures
- Execute recipes that utilize physics and chemistry techniques
- Apply classroom knowledge to a lab setting and vice-versa

Science

Integrated Science I, II, or III – Grade 9, 10, 11, 12
(Integrated Science follows a yearly sequence. Integrated Science I will run in the 2026-2027 school year)
Full Year - Level 3 1 Credit
Integrated Science is a three year spiraled course encompassing the Next Generation Science Standards of life, earth and physical sciences. While the courses are designated Integrated Science I, II, III; students can take any course in the sequence at any time. This course is designed to explore a scientific phenomenon and to explain its relevance to life, earth and physical sciences as well as the overlap among disciplines.
Integrated Science I will cover how chemical reactions can impact structure and functions of matter to cycle matter and energy to support life on Earth.
Integrated Science II will cover the building blocks of the earth in the form of plate tectonics, weather and climate, as well as the building blocks of life such as cell structure, natural selection and growth and development.
Integrated Science III will cover adaptation, human impact on earth systems and ecosystem dynamics as well as how to use physical laws and phenomena to impact our future.
Students will:

- Explore phenomena relating atomic and chemical characteristics to the Earth systems that makes human life on Earth possible? (Year 1)
- Review scientific processes to explain the current state of all life on Earth at the cellular and organismal level. (Year 2)
- Review scientific processes that must develop or change in order for life to adapt to the constantly changing ecosystems on Earth. (Year 3)

Unified Science- Grades 10, 11, 12
Half Year– Level E .5 Credit
This course does not fulfill the science distribution requirement.
This course is a half year application based course, but can be taken up to two semesters. Students may request additional semesters of enrollment. Requests will be reviewed on an individual basis. This course combines students with special needs with typical students (partners) to engage in science related concepts and activities in a science lab class setting. It also builds collaboration, empathy and persistence for all students who are enrolled in the class. Students enrolled in this course will work as partners with students enrolled in the Adapted Science Course to explore scientific phenomena in the life and physical sciences. Students are expected to be leaders and role models as they problem solve and conduct lab experiments to explain scientific phenomena.
Essential Benchmarks:
Students will:

- Learn social interaction between students with special needs and typical peers.
- Collaborate and guide scientific learning and problem solving through science phenomenon and lab experimentation.
- Problem solve and support each other through leadership opportunities and student collaboration.

Science

Adapted Science I, II, and III– Grades 9,10,11,12
Full Year – Level E 1 Credit
(Adapted Science follows a yearly sequence. Adapted Science I will run in the 2026-2027 school year)
Adapted Science is geared toward students in the high school "SAILS Program" with a purpose of providing life and physical science skills to make informed safe decisions. Students in Adapted Science are combined with typical students (partners) in the Unified Science Class. The major goals of the course are for students to interact in a positive and supportive manner with each other. Students will learn the scientific method and use it to collaboratively explore scientific phenomena through collaboration and experimentation. Students will build self-confidence in their problem solving abilities and continue to demonstrate perseverance, collaboration, empathy and persistence for all enrolled in the course.
Students will:

- Become capable of thinking scientifically to make informed decisions
- Interact positively with others during science labs and group activities
- Persevere through challenges
- Understand life and physical science phenomenon
- Learn the scientific skill necessary to become a contributing member to a just society

Science Research—Year 1– Grades 9, 10
Full Year – Level H 1 Credit
This course must be taken in conjunction with the student's regular science course.
Students must apply for admission to this program. Acceptance into the program will be based on a science teacher recommendation, a written essay, and excellent academic grades. Students must be self-directed and capable of independent goal setting and achieving with instructional guidance.
During Year 1 students learn the components of scientific research including the scientific method and apply these concepts in various settings including designing and conducting an authentic science research project and communicating results by participation in at least one local science fair. Students also explore various applications of science topics through field trips, guest speakers and class projects.

Advanced Science Research – Grades 10, 11, 12
Full Year – Level H 1 Credit
Prerequisites: Completion of Science Res. Year 1
This course must be taken in conjunction with the student's regular science course.
Acceptance into the program will be based on the previous science research teacher's recommendation. Students must be self-directed and capable of independent goal setting and achieving with instructional guidance. Collaboration with a mentor is mandatory for Advanced students.

Advanced students must receive SRP Instructor recommendation each year to continue in the program.
Advanced students select their science research topic, locate an out-of-school mentor (either in industry or at a local university) and compete in a variety of science fairs. Advanced students pursue their selected research in depth, perform statistical (and other appropriate) analyses and compete at a number of local and/or national science fairs and competitions (when qualified). Students in this program will be offered a number of opportunities to participate in peer-directed research projects. Students are grouped

together in a non-traditional classroom set- ting and are required to meet individually outside of class with their mentor on a schedule developed with the mentor to assess their progress and decide on an individualized plan of study via goal setting. All students participate in a mandatory culminating activity, Amity's Annual Science Symposium in the spring.
Students will:

- Search out, describe, explain and predict natural phenomena; collect interpret and analyze data; and share findings with peers
- Read, write, discuss and present coherent ideas about science
- Function as a member of a team to solve a scientific problem
- Explore career choices in various fields of science

Science, Technology, and Engineering – Grades 11, 12
Full Year - Level 3 1 Credit
Prerequisite – Completion of Algebra 1 or Integrated Math 2 and 2 years of science
Science, Technology, and Engineering is a course for students who are interested in physical science and its applications. They will apply various concepts such as forces, motion, electricity, power and energy to a number of hands-on projects using the engineering design process and scientific method. Students will apply basic mathematical skills to solve problems. This is a science course that compliments various career and technical education courses, but is not a requirement.
Students will:
Apply the engineering design process to develop and build a model to solve a problem.

- Use the scientific method to formulate and test a hypothesis, examine data qualitatively and quantitatively, form a conclusion and evaluate their procedure.
- Study forces and motion and apply these principles to design and build model cars, planes, bridges, and other items.
- Compare simple machines and use their knowledge of energy conservation to design a model using simple machines to perform a task.
- Build simple circuits to demonstrate the conversion of electrical energy to other forms of energy such as thermal or mechanical energy.

Subtropical Ecosystems in Bermuda – Grades 9, 10, 11, 12
Level E .5 Credit
Students will study a subtropical ecosystem on site. Course content may include coral reefs and associated marine life, water and soil chemistry, subtropical island geology, terrestrial animal and plant life, subtropical weather patterns and the culture of a subtropical island. First-year students will participate in teacher-guided experiences. Second-year students will study selected first-year topics in depth and will design, perform, and report on an independent investigation or will participate in an international data collection through reef.org. Student selection is at the discretion of the project teachers. Two science teacher recommendations and a good behavioral record are required for selection. This course is a Concentrated Studies offering and students will receive a pass/fail grade.
Students will:

- Identify and describe selected marine plants and animals and the roles they play in the ecosystem
- Identify and describe selected terrestrial plants and animals and the roles they play in the

Science

Elementary- High School Science Mentorship Program – Grades 10, 11, 12

Level E .5 Credit

Students will study water quality to learn water quality monitoring techniques and to teach these techniques to sixth-grade students in a mentorship setting. The program takes place after school and culminates in a trip to a local river to study the stream, obtain samples, perform water quality tests, and draw conclusions about the quality of the stream. Student selection is at the discretion of the program teachers. A recommendation from the student's previous year science teacher, an essay describing the student's reason for participating in the program, and a good behavioral record are required for selection. This course is a Concentrated Studies Offering, and students will receive a pass/fail grade. Students will:

- Describe factors that affect the quality of water in a local stream
- Perform water quality monitoring tests and evaluate the quality of the water based on the test results
- Demonstrate teaching and mentoring techniques with sixth grade students

Social Studies

Amity's Social Studies Program (Grades 9-12) is designed to provide students with a well-rounded study of the significant developments in history and the social sciences. Courses draw their content from a wide variety of social science disciplines. Emphasis is placed on the study of key concepts and the development of important skills necessary to become lifelong learners. These skills include reading comprehension, writing, research, oral communication, critical thinking and technology.

World History – Grade 9

Full Year - Levels 1, 2, 3 1 Credit

The World History program traces the development of world affairs from the late eighteenth century to the present day. The course explores the themes of revolution, nationalism, imperialism, world war and peace, and globalization. Emphasis is placed on the study of key concepts, research and technology skills and the further development of reading and writing strategies, including the argument and informative/explanatory essay. All students will be encouraged to think critically and communicate their ideas to others. The degree of emphasis will vary according to the level selected.

Students will:

- Develop writing skills and strategies for constructing the argument and informative/explanatory essay including the skills necessary to respond to contradictory data
- Utilize critical thinking skills to analyze and interpret primary and secondary source material
- Demonstrate an understanding of the various political and economic systems and their interdependence
- Evaluate the development of the desire for political autonomy and self-determination
- Examine attempts of various nations to limit arbitrary power and/or dictatorial rule
- Recognize the continuing importance of historical thinking and historical knowledge in their life and the world in which they live

Modern American History- Grade 10

Full Year - Levels 1, 2, 3 1 Credit

The Modern American History course is a chronological and thematic survey of U.S. history from the late 19th century (Post-Reconstruction) to the present. The content explores forces and factors which have shaped America and its role in the world today. This course analyzes selected problems and challenges of American democracy and further develops the historical critical thinking skills and content literacy strategies introduced during freshman year. The degree of emphasis and complexity of material varies according to the level selected.

Students will:

- Develop the necessary technical and analytical skills to research a social science issue, formulate and state a specific thesis, and defend the position in a well-organized and documented written product and/or oral presentation
- Utilize critical thinking skills to analyze and interpret primary and secondary source material
- Develop the knowledge and appreciation of American historical content with emphasis on the social, political, economic, and geographical skills of the social sciences
- Develop an understanding of their responsibilities as citizens through the study of history and politics in order to take their place as active participants in a democratic society

Social Studies

AP United States History- Grade 10

Full Year – Level H 1 Credit

Recommended Prior Performance: Students should have a grade of A- or better in World History Level 1 with teacher recommendation.

This course requires a summer assignment and extensive independent work on the part of the student.

The Advanced Placement U.S. History course prepares students to take the national Advanced Placement exam and is the equivalent of a college level introductory U.S. History course. Course content addresses the Early America/Colonial America through the present day. The course explores historical thinking skills, thematic learning objectives, and required content organized into nine historical periods that run from the pre-colonial era to the present. Students will develop the necessary skills to assess thematic understanding and the application of historical thinking skills in the form of multiple choice questions, short-answer questions, document-based essay questions, and long-essay questions. Be aware that the timeline of the AP U.S. History course differs greatly from that of the Modern American History course as It starts with the Early America/Colonial period rather than Post-Reconstruction. It is highly recommended that you discuss your decision to take AP U.S. History with your World History teacher and counselor so that you fully understand the rigorous nature of this course and the potential impact of changing courses once the school year has begun.

Students will:

- Analyze and interpret primary and secondary historical materials, utilize critical thinking skills, comprehend and master objective knowledge and writing skills found on the AP exam
- Develop the necessary technical and analytical skills to research a social science issue, formulate and state a specific thesis, and defend the position in a well-organized and documented written product and/or oral presentation
- Develop the knowledge and appreciation of American historical content with an emphasis on the social, political, economic, and geographical skills of the social sciences
- Develop an understanding of their responsibilities as citizens through the study of history and politics in order to take their place as active participants in a democratic society

American Government and Economic Policy- Grade 11

Full Year– Levels 1, 2, 3 1 Credit

This course meets the state graduation requirement for civics and American government.

This course will address key topics in civics and also include foundational concepts from both macroeconomics and microeconomics that support the study of U.S. economic policy. Students will learn how the national government functions and how the government represents the ideals and principles of the founding documents. They will also learn how state and local government function and how being an active participant in civic life is both a right and responsibility. In addition to understanding how government works the students will gain an understanding of economics and the policies this nation and other nations make to stay viable in today's global market. They will gain knowledge of how scarcity and the utilization of resources play an important role in economic and government decision-making.

Students will also better understand taxation policies and how they can impact local, national, and international markets. . The degree of emphasis and complexity of material varies according to the level selected.
Students will:

- Explain how the founding documents are exemplified in today's government
- Expand on their experience with federal, state, and local governments
- Be able to participate in informed discussions involving the functioning of all three branches of government and economic policy
- Explain how scarcity of resources contributes to economic decision making processes
- Discuss how supply and demand function in a market economy
- Explain how the United States contributes to the global economy

AP United States Government and Politics – Grade 11
Full Year– Level H 1 Credit
This course meets the state graduation requirement for civics and American government.
Recommended Prior Performance: Grade of B or better in Advanced Placement U.S. History with teacher recommendation or an A- or better in Modern American History with teacher recommendation.
The course requires a summer assignment and independent work on the part of the student.
This course is designed for students planning to take the Advanced Placement United States Government and Politics Exam and is designed to be the equivalent of an introductory United States Government class at the college level. This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students study concepts used to interpret U.S. government and politics and analyze specific topics including; Foundations of American Democracy, Interactions Among Branches of Government, Civil Rights & Civil Liberties, American Political Ideologies & Beliefs and Political Participation. In addition to understanding how the government works, students will get an understanding of economics and the policies this government and other governments make in order to successfully keep their country viable in today's global market.
Students will:

- Critically analyze how the founding documents are exemplified in today's government
- Expand and on their experience with federal, state, and local governments
- Interpret and argue about the relationship, structure and function of all three branches of
- government and economic policy
- Describe and compare important facts, concepts, and theories pertaining to U.S. government and politics.
- Interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).
- Examine and explain how scarcity of resources contributes to economic decision making processes
- Discuss how supply and demand function in a market economy
- Analyze how the United States contributes to the global economy

Social Studies

African American/Black and Puerto Rican/Latino Studies – Grades 11, 12
Full Year– Levels H (dual enrollment) or 2 (by contract) 1 Credit
This course is offered for dual enrollment through Sacred Heart University (HI 225 African-American History)
The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

Cultural Geography - Grades 11, 12
Half Year – Levels H, 1 or 2 (by contract) .5 Credit
This course will broaden students' knowledge of the geography, history, politics, religion, human rights issues, current events, and the unique culture of selected areas in the non-western world such as countries in Africa, the Middle East and Asia. The National Geography Standards will provide the framework for students as they further their understanding of global cultures and the concept of cultural interdependence. Additionally, students will take advantage of the numerous digital and technology resources available to them as they explore various regions of the world.
Students will:

- Use maps and other geographic representations, tools, and technologies to acquire, process, and report information
- Describe physical and human characteristics of places
- Tell how culture and experience influence people's perception of places and regions
- Describe characteristics, distribution, and migration of human populations on Earth's surface
- Explain the characteristics, distributions, and complexity of Earth's cultural mosaics
- Compare patterns and networks of economic interdependence on Earth's surface
- Understand the process, patterns, and functions of human settlements
- Demonstrate how forces of cooperation and conflict among people influence the division and control of Earth's surface
- Explain how human actions modify the physical environment

Multicultural Diversity in America – Grades 11, 12
Half Year- Level H, 1, or 2 (by contract) .5 Credit
Multicultural Diversity in America takes an in-depth look at an analysis of our complex American human mosaic and the conflicting ideas and problems concerning Americanization. This course will address topics such as immigration, racial, ethnic, gender, economic and religious discrimination, stereotypes and prejudice, assimilation and our unique cultural heritages. Case studies will focus on European, African American, Hispanic American / Latino, Asian American, Middle Eastern and Native American groups. Students in this course evaluate the role of these groups separately and as a whole, through current

events and social and political issues, while developing an appreciation for our diverse and ever changing society.
Students will:

- Develop the critical thinking skills necessary to understand the diverse cultures and people that make-up the United States and their impact on our history and contemporary world
- Evaluate the roots of prejudice, discrimination, and racism and methods of lessening these social problems
- Analyze contemporary ethnic, racial and religious conflicts and assess the value of existing
- policies, and propose new policies where applicable
- Analyze a specific issue, and formulate an opinion with logic and proper documentation in written and oral fashion

Sociology – Grades 11, 12
Half Year- Level H, 1, or 2 (by contract) .5 Credit
This course provides a general and broad introduction to the field of sociology and deals with the investigation and analysis of human relationships. Areas of concentration include methods of conducting sociological research, study of cultures, cultural change, deviance, social problems (crime, drug abuse, and alcoholism), social changes, and social institutions (marriage, family, and religion).
Students will:

- Practice and refine the necessary technical and analytical skills to research a social science issue, formulate and state a specific thesis, and defend the position in a well-organized and documented product and/or oral presentation
- Recognize and respect differences in culture, ethnicity, race and gender
- Research and analyze social issues and problems confronting society today
- Practice the various research techniques for conducting a sociological experiment

Critical Issues in Foreign & Domestic Politics – Grade 12
Full Year- Level H, 1, or 2 (by contract) 1 Credit
Critical Issues is a political science course that introduces students to American political theory and practice, comparative government, and international relations. This course is challenging, intended for college bound seniors, and is team taught by two Social Studies teachers. Rights and responsibilities of concerned citizenship will be presented through guest speakers and the students' direct political participation. Current events magazines and articles will be used as a starting point to analyze contemporary issues of the U.S. and the world. Students will develop college-level skills through extensive research, position and research papers, participation in a foreign diplomacy simulation, and a student organized seminar of contemporary domestic issues.
Students will:

- Develop and integrate quality decision-making systems into their responsibilities as students and mature adults
- Understand, analyze, and directly participate in the American political system
- Recognize and evaluate the similarities and differences between nations, their governments, their economics and their philosophies, in the international context
- Develop life-time learning skills for seeking and evaluating pertinent information on a topic and making quality decisions that will be expressed effectively in both oral and written fashion, as well as personal action where applicable

Social Studies

Psychology – Grade 12

Full Year - Level 1 or 2 (by contract) 1 Credit

Psychology is a challenging full year elective examining the study of behavior and mental processes. This course will provide students with a better understanding of their own behavior and that of others. Discussion, demonstration, additional readings, written responses, projects and performance tasks will allow students to develop a working knowledge of major themes in psychology. Topics to be covered include: research methods, biopsychology, cognition, learning theory, human development, personality, psychological disorders, methods of therapy, and social psychology.

Students will:

- Improve their ability to reason scientifically about behavior, observe and listen accurately, interpret and read psychological findings, use several perspectives to explain causality, and evaluate the quality of psychological findings
- Understand and appreciate the role of technology in expanding psychology's boundaries
- Practice and refine the necessary technical and analytical skills to research a social science issue, formulate and state a specific thesis, and defend the position in a well-organized, research based product or oral presentation
- Use social science tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions

AP Psychology – Grade 12

Full Year – Level H 1 Credit

Recommended Prior Performance: Grade of B or better in AP United States Government and Politics or grade of A- or better in American Government and Economic Policy Level 1

The course requires a summer assignment and independent work on the part of the student.

This course is offered for dual enrollment through University of Bridgeport (PSYC 103)

This course is designed for students planning to take the Advanced Placement Psychology Exam and is designed to be the equivalent of an introductory psychology course at the college level. Topics to be covered include: research methods, biopsychology, cognition, learning theory, human development, personality, psychological disorders, methods of therapy, and social psychology. Readings are drawn from professional journals and other scholarly sources. Requirements include: student developed research projects, critical analysis papers, and various psychology-based performance assessment tasks. Testing in the course will be designed to assess critical thinking, ability to apply concepts, objective knowledge and writing skills. This class is for students who have demonstrated exceptional ability and achievement in prior social studies courses.

Students will:

- Utilize critical thinking skills, apply theoretical concepts, comprehend and master objective knowledge and writing skills found on the AP exam
- Improve their ability to reason scientifically about behavior, observe and listen accurately, interpret and read psychological findings cautiously, use several perspectives to explain causality, and evaluate the quality of psychological findings and the "generalizability" of results from sample to larger, more diverse populations
- Understand and appreciate the role of technology in expanding psychology's boundaries
- Practice and refine the necessary technical and analytical skills to research a social science issue, formulate and state a specific thesis, and defend the position in a well-organized and documented product and/or oral presentation

- Use social science tools and technology to explain the interactions of humans and the larger environment and the evolving consequences of those interactions

Visual and Performing Arts

The Visual and Performing Arts Department looks to provide a comprehensive experience for students in grades nine through twelve. Courses are teacher-directed yet flexible to allow students to express themselves beyond course parameters. Our goals are to help the learners develop personal competencies in the areas of collaboration, communication, empathy, problem solving and planning.

Please visit our website for more information.

2 Dimensional Art	
Studio Art I	**9-12**
Studio Art II	**10-12**
Studio Art III*	**11-12**
AP Studio Art*	**11-12**

3 Dimensional Art	
Arts and Metals	**11-12**
3D Design and Sculpture	**9-12**
Crafts and Design	**9-12**
Ceramics I	**9-12**
Ceramics II	**10-12**
Ceramics III*	**11-12**
AP Studio Art 3D*	**11-12**

Media Arts	
Film I	**9-12**
Film II	**10-12**
Film III*	**11-12**
Understanding Film	**9-12**
Broadcast Journalism*	**9-12**
Photography I	**9-12**
Photography II	**10-12**
Photography III*	**11-12**
Digital Art	**10-12**

Art History	
Introduction to Art History	**9-12**
AP Art History*	**11-12**

Visual and Performing Arts

Performance Ensembles	
Concert Band*	9-12
Symphonic Wind Ensemble*	10-12
Concert Choir*	9-12
Honors Choir*	10-12
Concert Orchestra*	9-12
Symphony Orchestra*	9-12
Chamber Orchestra*	9-12
Strings Class*	9-12

Music Specialty Electives	
Music Theory	9-12
AP Music Theory*	10-12
Voice Class	9-12
Musical Theater Workshop	9-12
Electronic Music	9-12
Studio Recording	9-12
Internet Radio and Podcasting	9-12
Guitar Studio	9-12
Piano Studio	9-12
Music Through Time	9-12

Theater Courses	
Technical Theater	9-12
Theater I	9-12
Theater II	10-12
Theater III*	11-12
Acting and Directing for Film	10-12

Specialty Electives	
Unified Visual and Performing Arts	9-12
Public Speaking	11-12

***Full year courses**

Visual and Performing Arts

2 Dimensional Art Courses

Studio Art I- Grades 9, 10, 11, 12
Half Year - Level E .5 Credit
This is a half course in which beginners apply the fundamentals of drawing and painting to structured problems that lead to development of art skills, and creative problem solving ability. Using various drawing and painting media and techniques (pencil, charcoal, pen & ink, watercolor, acrylics), students will work from direct observation to study man-made and natural objects, still-life, perspective, landscape, figure, portraiture and design. Students will use the language of art to critique classwork and famous art to show understanding of the principles and elements of design. Assignments can be used for portfolios for college entrance.
Students will:

- Develop skills and fundamentals of drawing and painting
- Critique classwork and famous art showing principles of design

Studio Art II - Grades 10, 11, 12
Half Year - Level E .5 Credit
Prerequisite: Studio Art I
Independent problem solving and emphasis on design, drawing, and painting skills form the basis for this second year study. The self-directed student, with teacher guidance, will research, plan, and complete class assignments. The individual is encouraged to explore a wide variety of media.
Students will:

- Research self-directed problem solving with emphasis on design, drawing and painting.

Studio Art III – Grades 11, 12
Full Year - Level H 1 Credit
Prerequisite: Grade of C or higher in Studio Art II or approval by instructor
(This course can be taken for recurring credit– up to two times.)
This course is designed for the student with proven ability and possible interest in continuing the study of art beyond high school. Course structure and emphasis includes student involvement in studio experience, art research, career orientation, written and class critiques, as well as independent activities. A substantial amount of work is required outside of class and on a daily classroom basis.
Students will:

- Demonstrate superior ability and interest in art beyond high school
- Involvement in studio art research, critiques and career orientation

AP Studio Art, 2 Dimensional Design -Grades 11-12
Full Year– Level H 1 Credit
Prerequisites: Studio Art III or Approval by Instructor
This course is for highly motivated, committed students who are seriously interested in the study of art. Students will create a portfolio demonstrating mastery of two dimensional design through the elements and principles of art. Students can use a range of media and techniques such as digital imaging,

photography, collage, fabric design, illustration, painting and printmaking. The course provides the student the opportunity for in-depth investigation and discovery in their artwork through sustained investigation and selected works portfolios. **The course requires summer work.**
Students will:

- Be engaged in student problem-solving opportunities in a range of visual and technical concepts
- Continue their personal exploration of emotional, social and visually powerful images with the idea of the viewer in mind
- Create a portfolio that will be able to be used for business and entrance into art school

3 Dimensional Art Courses

Crafts & Design – Grades 9, 10, 11, 12
Half Year - Level E .5 Credit
This program will give students an opportunity to use a variety of materials to solve problems and to develop skills for becoming a craftsman and producing a functionable art. The emphasis of the course is developing a thought process to produce quality work with jewelry, vessels, book binding and working with textiles. will be using techniques of traditional and contemporary crafts.
Students will:

- Be able to plan and execute projects using various techniques and media.
- Track and assess progress relating to improvement of the elements of art.
- Develop an awareness of aesthetic design and quality craftsmanship.
- Recognize career possibilities within the design field.

3D Design/Sculpture - Grades 9, 10, 11, 12
Half Year – Level E .5 Credit
Students will be introduced to 3-dimensions through the study of abstract, representational and functional sculpture. This class is intended to promote higher level thinking, help students build problem-solving skills, confidence and pride in their accomplishments. This course is designed to foster imagination and the skills necessary to produce 3-dimensional artworks.
Essential Benchmarks-
Students will:

- Differentiate between abstract, representational functional and non-functional works of art
- Use a sketchbook to record potential designs and develop solutions to anticipated problems
- Become familiar with the range of sculpture materials suitable for each assignment

Arts and Metals – Grades 11, 12
Half Year – Level E – .5 Credit
The course will allow students to use metal, wood, plastic and reclaimed materials to create various forms whether sculptural or functional. Students will learn the basic techniques to create geometric, abstract and organic forms. Students will also learn how to operate and use various metal fabrication power equipment, CNC equipment and hand tools to create various designs.All students will be required to pass a safety test before working with any equipment.

Students will:

- Be proficient at creating balanced functional and sculptural works of art using metal, wood , plastic and other materials as a medium
- Interpret and develop creative expression in three dimensional art forms
- Research and develop artistic and technical skills that will lead them toward a career
- Utilize different welding techniques
- Operate metal fabrication equipment, CNC equipment, hand tools and CAD/CAM software

Ceramics I – Grades 9, 10, 11, 12

Half Year – Level E .5 Credit

This course introduces the basic hand building techniques of pinch, coil, and slab pottery as well as an introduction to the potter's wheel. Structured projects emphasize design quality and skill building in order to create original and historical ceramic forms.

Students will:

- Demonstrate a skill in hand building techniques
- Explore the use of the pottery wheel to create ceramics forms.
- Keep a sketchbook journal of project ideas and process notes

Ceramics II – Grades 10, 11, 12

Half Year – Level E .5 Credit

Prerequisite: Ceramics I

Expanding upon previous hand building potter's wheel experience, students will advance their skills through the creation of functional and sculptural forms. Traditional and non-traditional forms using hand building materials and the potter's wheel will be explored and researched in order to enhance the student's understanding. This course will focus on independent problem solving, emphasis on form, balance and refinement of work.

Students will:

- Be proficient at creating balanced functional works of art using the pottery wheel and hand
- building methods.
- Interpret and develop creative expression in three dimensional art forms
- Research and develop artistic skills that will lead them toward a career in the visual arts

Ceramics III -Grades 11, 12

Full Year – Level H 1 Credit

Prerequisite: Ceramics II

(This course can be taken for recurring credit– up to two times.)

This course is designed for the ceramic student with proven superior ability and possible interest in continuing the study of art be- yond high school. Students will create engaging individual works of art that are influenced through self- guided research, museum visits and personal experience. Students will begin to understand a working studio environment through participation in kiln loading, clay making and general studio maintenance. A substantial amount of work is required outside of class and on a daily classroom basis. Essential

Students will:

- Develop themes and works of art that explore individual interests
- Have an in depth understanding of studio maintenance and management
- Participate in classroom critiques and career orientation

AP 3D Design- Grade 11,12
Full Year- LH 1 Credit
Prerequisites: 2 Semesters of Ceramics I, Ceramics II or 3D Sculpture or Ceramics III
This course is for highly motivated students who are seriously interested in the study of the art; the course demands significant commitment. Students will submit a portfolio for evaluation at the end of the year. For this portfolio, students are asked to demonstrate mastery of 3-D design through their chosen medium including, but not limited to, figurative or non-figurative ceramics and pottery.**This course requires independent summer work.**
Students will:

- Be encouraged to be creative and systematic in their investigation of formal and conceptual issues
- Understand that making art is an ongoing process that involves the student in informed and critical decision making
- Be encouraged to become independent thinkers who will contribute inventively and critically to their culture through the making of art

Media Arts Courses

Digital Art and Illustration– Grades 10, 11, 12
Half Year - Level E .5 Credit
Prerequisite: Studio Art I
This course will teach students how to use digital media proficiently in both fine art and commercial art. In addition to production skills, this course builds critical literacy and understanding of the two fields of commercial and fine art. This course uses Adobe Suite software with some traditional art media.
Students will:

- Proficient with using digital media to create artwork
- The role of digital media in our contemporary culture
- Conclusions from class critiques to finish up with a small portfolio of both fine art and digital images.

Photography I – Introduction to Digital Photography - Grades 9, 10, 11, 12
Half Year - Level E .5 Credit
This course is designed to introduce students to the creative and fascinating world of photography with an emphasis on using the cameras we carry on a daily basis. Introduction to the history of photography from the inception of the camera through the digital process of today's world. There will be an overview of how to shoot images with proper composition, lighting and development of editing there images in

Students will:

Work properly with composition in a photograph

- Adjust the camera's settings including shutter speed, aperture and ISO
- Work with digital processing to create suitable files for print
- Properly evaluate and assess the quality of a photograph through the critique process

Photography II – Intermediate Digital Photography- Grades 10, 11, 12

Half Year - Level E .5 Credit

Prerequisite:Photography I

This course builds from the skills of Photo 1 by focusing on the potential applications of Digital SLR cameras, flashes and light equipment for studio photography. Students will begin to build a portfolio of prints that demonstrate knowledge of the wide variety of technical and artistic possibilities. Knowledge of different manual camera settings, and artificial light sources will be covered throughout the semester. Students will also learn advanced processing skills within Photoshop.

Students will:

- Demonstrate knowledge of basic camera lenses and equipment used with Digital SLR's
- Produce a variety of photographs that demonstrate the ability to work with depth-of-field, shutter speeds, visual adjustments, and altering lighting conditions
- Begin to learn how to apply photography in authentic situations such as journalism, fine art and commercial use

Photography III – Advanced Digital Photography—Grades 11, 12

Full Year - Level E 1 Credit

Prerequisite: Photography II or Instructor Approval

(This course can be taken for recurring credit– up to two times.)

This course teaches students advanced technical and conceptual approaches to visual problems in photography. There will be an emphasis on independent and collaborative projects both with amateur and professional themes. The course load works up to showing in a professional gallery in the area.

will:

- This course will offer the advanced student problem-solving opportunities in a range of visual and technical concepts
- Continue their personal exploration of emotional, social and visually powerful images with the idea of the view in mind
- Demonstrate the ability to work in a professional situation with poise and pleasing the client
- Create a portfolio that will be able to be used for business and entrance into art school

Understanding Film – Grades 9, 10, 11, 12

Half Year – Grades 9, 10, 11, 12 LE .5 Credit

This course is offered for dual enrollment through Sacred Heart University (SHU CM 201)

Understanding Film is a course for students who enjoy watching films, and want to develop skills to further appreciate, understand and enjoy this ever-changing art form. Students will view films through

student to learn more about film structure and the role of film in our culture. Students will also have the opportunity to choose a film of their own choice, and view and study it in class.
Students will:

- Develop the vocabulary and critical viewing skills to understand and analyze film texts, audio and images
- Analyze the changing elements of film structure from the early 20th century to the present.
- Utilize the principles of media literacy to analyze, evaluate and create media

Filmmaking I – Grades 9, 10, 11, 12
Half Year – LE .5 Credit
The object of this program is to introduce the student to video as an art form. It is designed to encourage creative and imaginative use of video through analysis and comprehension of the medium. Aspects of video production that will be covered include the visual image, story structure, camera techniques, and the impact of music. In pre-production students will create treatments, storyboards, and shooting scripts. During production students will use the video camera to demonstrate an understanding of specific techniques used in film. In the last phase of these short projects, students will learn to create a project in Final Cut Pro, and edit a basic sequence. Selected classic and contemporary films will be screened to serve as models for class work. The class is designed to be a hands-on experience.
Students will:

- Demonstrate knowledge of specific shot types
- Understand and demonstrate composition skills in filming and editing
- Be able to distinguish different genres of media communication
- Plan, create and execute several short videos

Filmmaking II - Grades 10, 11, 12
Half Year – LE .5 Credit
Prerequisite: Filmmaking I, Broadcast Journalism, or approval of the instructor
This class is for students who have video experience and want an advanced course in cinematography and editing techniques. Selected classic and contemporary films will be screened to serve as models for class work. Students will study various story structures found in film. Students will also learn how to appropriately use sound recording equipment during filming. This focus on sound will effectively enhance the quality of the film projects produced in the course. The students will script, storyboard, shoot and edit a selection of video projects. In the second semester students will work on an independent project by choosing to do an original short video. Students will leave the course with a firm understanding of why elements of the story are linked with the visuals.
Students will:

- Develop advanced digital editing and film writing competencies
- Demonstrate knowledge of various story structures
- Analyze film appropriately
- Understand the filmmaker's motivation and role of audience
- Develop ideas into creative works

Visual and Performing Arts

Filmmaking III Grades 11, 12
Full Year- LH 1 Credit
Prerequisite Filmmaking II
(This course can be taken for recurring credit– up to two times.)
This course is offered as dual enrollment through Sacred Heart University (SHU CM 221)
This course will challenge students to master the conceptual and technical skills of visual storytelling to produce more advanced, field projects on selected, specialized topics that may change from semester to semester. The course emphasizes the realm of professional production, including writing and directing, production management, production, post-production, distribution and marketing. Students must consider visual esthetics, representation, and audience reception as they produce individual and/or collaborative projects.In post-production, students will also explore the expressive capacity of the editing process; how editing functions to create time, tempo and visual rhythm; the building of scenes in editing to achieve various dramatic goals; and telling the story through careful control of sound and image over time. Students gain experience in using the tools and techniques of modern digital post-production technology. Topics may include: post-production planning; continuity editing; digital video effects; compositing; green screen techniques; graphics design; 2D and 3D animation; audio mixing and sound design.

Broadcast Journalism (Producing and Presenting the News) – Grades 9, 10, 11, 12
Full Year – Grade 9 LE
Grades 10, 11, 12 LE/LH 1 Credit
(This course can be taken for recurring credit– up to two times.)
This course will explore and develop concepts of television production for broadcast while establishing an understanding of media literacy. Designed to be a hands-on experience aspects of the course include: TV studio production and multi-camera live event coverage.a main component of this course, students produce a morning news announcement show called*The Amity Update*.This show focuses on Amity news, sports, and weather in a live-to-tape broadcast every other day.During production, students incorporate various broadcast equipment and are tasked with fulfilling the many different jobs in the studio environment.coverage and content created by this course is shared with the larger Amity community through local educational access TV stations. Students may repeat this course for credit. These advanced students may act as associate producers – often working independently on video projects throughout the course.
Students will:

- Develop an understanding of media communications and its many facets.
- Work collaboratively as a team to produce various news programs.
- Enhance field/studio production techniques through immersion within the medium.
- Build a solid understanding of news writing for broadcast.

Acting & Directing for Film- Grades 10, 11, 12
Half Year - LE .5 Credit
(This course can be taken for recurring credit– up to two times.)
This advanced acting and video production course introduces students to development of skills in

designed to give the student actor and director a foundation in skills and techniques employed in film production, acting and auditioning for the camera.
Students will:
advanced skills in film acting and directing techniques
skill in analysis and interpretation of characters in film scripts
Demonstrate advanced skill in implementing previously learned acting and film concepts

Art History Courses

Intro to Art History - Grades 9, 10, 11, 12
Half Year - Level E .5 Credit
Have you ever wondered why some art is worth so much money? Do you know what "art" actually means? By taking this course, you will get an overview of the history of art by examining different themes which occur in art from around the world. You will have an opportunity to understand art both contextually and stylistically by exploring various factors in the creation of art such as materials, time, place and function. By the end of the course, you will be able to identify specific characteristics of art from different periods or places, and even explain why some works are worth so much! Students will be expected to read about art and create both written and project-based responses to the works they study which will prepare them for further study in AP art history.
Students will:

- Become proficient in analyzing specific characteristics of art from different places and times
- Examine, identify and discuss various themes related to the history of art
- Develop a greater sense of interpreting and understanding visual images
- Explore responding to art both in writing and by artistic means

AP Art History – Grades 11, 12
Full Year – Level H 1 Credit
Guidelines: Grade of A- in History, Literature or Art course **and** teacher recommendation. Students who do not meet the grading guidelines may discuss placement with the teacher.
The course requires a summer assignment and independent work on the part of the student.
This course is designed for students planning to take the Advanced Placement Art History Assessment and provides an in-depth understanding and comprehensive overview of how architecture, sculpture, painting and other art forms form our modern understanding of history. In the course, students examine history through the lens of the buildings and art that was created during each period of history beginning with global prehistory, moving through global contemporary. As required from the College Board, students will be required to memorize and understand 250 works of art and architecture from across both Western and Non-Western canons of art. Focus is given to content, context, form and function of each work. Evaluation of student performance is based on tests, quizzes, homework, and projects. This class is for students who have demonstrated exceptional ability in humanities or history courses, or who have an extraordinary interest in art. Advanced Placement courses are weighted as honors courses when computing Quality Point Average.
Students will:

- Express formal analysis of art in context to culture, history and artistic tradition, both Western and Non Western
- Determine the function of works of art, patronage and chronology
- Understand the elements of art and fundamental art historical terminology
- Understand and analyze the required 250 works of art in terms of content, context, form and function.
- Understand cross currents among artistic traditions

Performance Ensembles

Scheduling Options for Performance Ensemble Courses	
Concert Choir (LE) **Concert Band (LE)**	Grade 9 performing ensemble students have three options when registering: • Full Credit (1) when enrolled in concert level ensemble for a full year • .5 credit when enrolled in concert level ensemble for one semester (S1 or S2) • .66 credit on alternate days (full year) for students who are taking a lab science (contact your school counselor to schedule this option)
Concert Orchestra (LE) **Chamber Orchestra (9th grade only LE)** **or Strings Class (LE)**	Grade 9 performing ensemble students have two options when registering: • Full Credit (1) when enrolled in LE ensemble for a full year • .66 credit on alternate days (full year) for students who are taking a lab science (contact your school counselor to schedule this option) ***Admission to Chamber Orchestra (LE) is by audition only.***
Honors Choir (LH) **Symphonic Wind Ensemble (LH),** **Chamber Orchestra (LH), or** **Symphony Orchestra (LH)**	Grade 10, 11, 12 performing ensemble students have two options when registering for honors choir (LH), symphonic wind ensemble (LH), and chamber orchestra. • Full Credit (1) when enrolled in LH ensemble for a full year • .66 credit on alternate days (full year) for students who are taking a lab science (contact your school counselor to schedule this option) ***Admission to Chamber Orchestra (LH) is by audition only for students not currently enrolled.***

Concert Choir – Grades 9, 10, 11, 12
Full Year - Level E 1 Credit
Half Year for grade 9 only .5 Credit
.66 credit available (see Music Department Scheduling Options)
This course can be taken more than once for credit
Concert Choir is open to all 9-12th grade students who love singing! A variety of choral literature

representing many composers and musical periods is studied and performed. Voice production, vocal techniques, balance, blend, dynamics, phrasing and rhythm are aspects of choral singing studied in this course. -Performance opportunities include but are not limited to Music in Motion, the Winter Concert and the Music Fest.
Students will:

- Sing in tune with accompaniment and proper vocal techniques
- Read choral music and blend as a choral group
- Demonstrate an understanding of the choral art form

Honors Choir – Grade 10, 11, 12
Full Year — LH 1 Credit
66 credit available (see Music Department Scheduling Options)
This course can be taken more than once for credit
Honors Choir is open to 10th-12th grade singers who are recommended after completing concert choir, voice class, musical theater workshop or by audition. This ensemble represents the most advanced choral musicians in the school

Concert Band – Grades 9, 10, 11, 12
Full Year - Level E 1 Credit
Half Year for grade 9 only .5 Credit
.66 credit available (see Music Department Overview)
This course can be taken more than once for credit
Concert Band is open to all wind, and percussion and guitar players that have had previous band experience. The band performs at public concerts, assemblies and other civic activities throughout the school year. Ensemble techniques of balance, blend and intonation are studied. Members combine with Wind Ensemble for performances not limited to home football games, Memorial Day parades, winter concert, MusicFest and Music in Motion.

Symphonic Wind Ensemble – Grades 10, 11, 12
Full Year - Level H 1 Credit
Admission is by audition after completing a year of Concert Band.
.66 credit available (see Music Department Overview)
This course can be taken more than once for credit
Symphonic Wind Ensemble is open to 10th-12th grade wind, percussion and guitar players who are recommended after completing concert band or by audition. The ensemble performs at several public concerts and school assemblies throughout the school year. Opportunities for solo work are provided for promising students. Advanced ensemble techniques and music of greater difficulty will be studied. Members combine with Concert Band for performances not limited to home football games, Memorial Day parades, winter concert, Music Fest and Music in Motion.
Students will:

- Utilize advanced techniques of balance, blend and tone
- Perform advanced rhythmic notation and widen performance range on instrument
- Increase sight-reading skills with music of greater difficulty

Visual and Performing Arts

Strings – Grades 9, 10, 11, 12
Full Year – Level E 1 Credit
Prerequisite: 8th Grade Strings, recommendation from director
Can be taken more than once for credit
This course is designed to give more individualized instruction for intermediate level students who currently play the violin, viola, cello, upright bass. Instruction will focus on the fundamental skills of strengthening playing technique, tone, intonation, music literacy, and ensemble performance techniques that are necessary for long-term success. Orchestral literature of various periods and styles will be studied and performed. Students in this class will join with members of Concert, Symphony, and Chamber Orchestra to create the Amity Orchestra. Performance opportunities include but are not limited to the Winter Concert and the Spring Orchestra Concert.
Students will:

- Gain knowledge and develop fundamental skills for long-term success.
- Improve playing technique, music literacy, intonation, and tone quality
- Perform varied orchestral repertoire with more confidence

Concert Orchestra – Grades 9, 10, 11, 12
Full Year – Level E 1 Credit
Prerequisite: 8th Grade Strings, Strings class, recommendation from director
Can be taken more than once for credit
Concert Orchestra is open to all 9th-12th grade students who currently play the violin, viola, cello, upright bass, or piano. Orchestral literature of various periods and styles will be studied and performed. Including iconic works from the most famous composers. Instruction emphasizes further development of tone quality, intonation, rhythm, articulations, music literacy, and performance techniques such as balance, blend, dynamics, and phrasing. This ensemble will join with Strings Class, Symphony and Chamber Orchestra to form the Amity Orchestra. Performance opportunities include but are not limited to the Winter Concert and the Spring Orchestra Concert.
Students will:

- Perform standard orchestral literature of various time periods and styles
- Utilize effective practice skills and self-assessment strategies
- Demonstrate appropriate use of technical and expressive techniques

Symphony Orchestra – Grades 10, 11 12
Full Year – Grades 10, 11, 12 LH 1 Credit
Prerequisite: Strings Class, Concert Orchestra, recommendation from director
.66 Credit available (see Music Department Overview)
Can be taken more than once for credit
This course is open to all 10th-12th grade violin, viola, cello, upright bass, or piano students who are recommended after completing Strings Class, Concert Orchestra, or by audition. This ensemble is a continuation of Strings Class and Concert Orchestra at a more advanced level. Instruction will emphasize developing advanced technical and expressive skills, artistic interpretation, ensemble playing and gaining knowledge of music theory and history to inform performance practice. This ensemble will join with Strings Class, Chamber Orchestra and Concert Orchestra creating the Amity Orchestra, perform select

pieces together at the Winter Concert and Spring Orchestra concert. Opportunities for solo and small ensemble performances are also offered.
Students will:

- Perform advanced orchestral literature of various time periods and styles
- Utilize advanced techniques of technical, expressive, and artistic interpretation
- Demonstrate greater confidence in sight-reading and performance skills

Chamber Orchestra – Grades 9, 10, 11, 12
Full Year – Grade 9 Level E
Grades 10, 11, 12 Level H 1 Credit
Prerequisite: By audition only.
Can be taken more than once for credit
Chamber Orchestra is open to 9th-12th grade violin, viola, cello, upright bass, or piano students who are recommended by audition only. This ensemble is a select group and represents the most advanced orchestral musicians in the school. Advanced to collegiate level literature from the Chamber Orchestra repertoire will be studied and performed. Instruction emphasizes refining advanced technical and expressive skills, artistic interpretation, articulation, tone, rhythmic precision, and ensemble clarity. In addition to the chamber repertoire, this ensemble will join with Strings Class, Symphony Orchestra and Concert Orchestra creating the Amity Orchestra, to perform select pieces together at the Winter Concert and Spring Orchestra concerts. Opportunities for solo and small ensemble performances are also offered.
Students will:

- Perform advanced chamber repertoire and orchestral literature of various time periods and styles
- Utilize refined techniques of technical, expressive, and artistic interpretation
- Demonstrate confidence in performance skills to provide support for peers

Music Electives

Voice Class - Grades 9, 10, 11, 12
Half Year – Level E .5 Credit
This course, much like voice lessons, emphasizes vocal technique and provides opportunities for students to develop their vocal musical potential through solo and group song development. Voice class instructs students in basic fundamentals of vocal development such as strengthening vocal performance and professional stage presence and confidence. Students will explore a variety of singing styles such as musical theater, pop and the standards. Any student who wishes to sing is welcome to enroll.
Students will:

- Develop proper vocal technique and styles for vocal performance
- Understand and develop stage presence, confidence and
- Perform varied solo and ensemble repertoire

Music Theater Workshop -Grades 9, 10, 11, 12
Half Year - Level E .5 Credit
This course emphasizes vocal techniques for musical theater. The evolution of the Broadway musical will be analyzed and studied through a variety of repertoire and media. Students will also explore the creation of their own musical numbers with choreography, staging and song. Additionally, students will develop skills and strategies for auditioning and performance.

Students will:

- Understand historical concepts of musical theater
- Understand the elements necessary to perform in musical theater including proper vocal techniques
- Perform a variety of musical theater songs as a soloist and in ensembles

Electronic Music- Grades 9, 10, 11, 12

Half Year – Level E .5 Credit

This course is open to all students' grades 9-12. No music training is needed. Introductory compositional techniques will be studied throughout this course. Students will learn to create their own music using various online applications. Students will create music using loops, drum machines and midi instruments and more to compose. Musical form and analysis will be studied and applied through composition. Various musical styles to be studied and will include but are not limited to pop, rock, EDM, electronic music, house and trap music. Introductory techniques in mixing and mastering will be studied.

Students will:

- Learn introductory skills in music composition through creating electronic music
- Begin to use basic recording techniques
- Demonstrate their knowledge through music composition of various genres

Studio Recording – Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

This course is open to all students' grades 9-12. No music training is needed. Music compositional techniques will be studied throughout this course. Advanced music techniques will be used and students will generate original music using various applications. Students will demonstrate their understanding by creating original compositions in various styles of music (pop, rock, EDM, LoFi, jazz, etc.). This course will also feature the use of introductory and advanced studio recording techniques including mixing, mastering, FX, and the like.

Students will:

- Produce original compositions of various styles
- Learn advanced recording techniques
- Mix and master their own original music

Internet Radio and Podcasting- Grades 9, 10, 11, 12

Half Year- Level E .5 Credit

This course will explore all elements of Internet Radio. Podcasting is a major component of this class. Students will develop programming and learn how to record, edit, and post content through our Amity website. In developing content, audio hardware and software will be used. These include the use of USB microphones, recording software and proper editing techniques. Students will develop programming using general interest topics such as sports, food, music, movies, and the like. Other content will include Amity events, interviews and community happenings.

Students will:

• Exhibit a solid understanding of news writing for broadcast.
• Work independently and collaboratively to create, record, and develop various podcast programs.
• Improve citizenship skills through increased engagement in the Amity community and beyond

Visual and Performing Arts

Music Through Time – Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

Ever wonder how and why music has evolved over time? Or why music is such an essential part of our lives? In this class, we will trace the historical development of music and explore its functionalities. In doing so, you will gain a deeper understanding and appreciation for all types of music. Instruction will focus on examining specific forms, styles and genres in chronological order (Middle Ages - present) through listening, discussion, and analysis. Similarly, students will be exposed to some of the iconic works from the most famous composers and musicians from each genre. Students will complete two major projects at the end of each quarter; the first on a classical music composer and the second on a band or solo artist of their choice.

Students will:

- Obtain knowledge of various genres, composers, artists, forms, and styles of music throughout history.
- Identify, examine, and discuss music elements, characteristics, and forms of varied music genres.
- Develop a deeper understanding and appreciation for all types of music.
- Understand and engage with music through exploration, analysis, conveying ideas, and connecting.

Guitar Studio- Grades 9,10,11,12

Half Year- Level E .5 Credit

This course is open to all students who are interested in the study of guitar and the history of rock n' roll. This class explores the development and evolution of the guitar and hands-on instruction of guitar skills. Students will learn to create their own music using various applications. This course is designed for students who are music enthusiasts and musicians with the desire to learn more about the music making process. Visit the Amity Music Department Website for more information.

Students will:

- Obtain skills for playing melodies and chords on guitar
- Understand the evolution and impact of the guitar on American music, history, and culture.
- Foster an appreciation for various styles of music in the rock n' roll genre.

Piano Studio - Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

Piano Studio is a course that offers any student the opportunity to learn the basic skills for keyboard playing and music notation literacy skills so that by the end of the semester, students will be able to read and play simple melodies and accompaniments. This course is designed for students who are music enthusiasts and musicians with the desire to make music outside of an ensemble opportunity.

Students will:

- Learn to play and read basic melodies and songs on the piano.
- Identify and apply the elements of music to performance.
- Develop an appreciation for performance through practice and reflection.

Visual and Performing Arts

Music Theory – Grades 9, 10, 11, 12
Half Year - Level E .5 Credit
The Music Theory class incorporates a study of musical notation with the creative process of composing melodies accompanied by harmonic progressions. Students will apply music theory skills and techniques by learning how to play guitar and/or piano. No experience on either instrument is required. This course is designed for students who are music enthusiasts and musicians with the desire to learn more about the music composition process.
Student will:

- Learn to play guitar and/or piano
- Identify and apply the elements of music
- Explore the creative process of composition
- Develop ear training and sight reading skills

AP Music Theory – Grades 10, 11, 12
Full Year – Level H 1 Credit
Prerequisite – Completion of Music Theory
Guidelines: Grade A- or better in Music Theory and teacher recommendation **or** proficient score on departmental assessment.
This course is a comprehensive investigation of 18th century harmonic practices, which have come to form the basis of our Western system of music. Students will strive to attain mastery of aural skills and cognitive concepts to a degree that is commensurate with a first-year collegiate music theory course. In addition to learning techniques and materials which pertain to writing and reading music, students will develop their listening, sight singing and analytical skills. All students enrolled in this course are expected to take the AP theory exam.
Students will:

- Analyze and compose four-part music in the 18th Century part-writing style
- Identify musical elements in scores both visually and aurally
- Develop ear training and melodic/harmonic dictation skill
- Sight-sing music in major and minor
- Explore the creative process of composition

Theater Courses

Technical Theater – Grades 9, 10, 11, 12
Half Year - Level E .5 Credit
This course will provide students with an overview of the components of technical theater productions. Units include set design and construction, lighting design and application, sound production, costume research and design, and theater safety regulations. Students will apply their knowledge of technical theater to the actual production of selected plays.
Students will:

- Demonstrate introductory skills in all aspects of technical theater
- Understand the expertise associated with various occupations in the theater
- Understand and use the language of technical theater
- Demonstrate an understanding of the aesthetic and practical requirements of theatrical design

Visual and Performing Arts

Acting & Directing for Film- Grades 10, 11, 12
Half Year - LE .5 Credit
(This course can be taken for recurring credit)
This advanced acting and video production course introduces students to development of skills in performance, script, and character development for on- camera acting and behind the camera directing techniques. Emphasis is placed on lecture/studio lab course work and project presentations which are designed to give the student actor and director a foundation in skills and techniques employed in film production, acting and auditioning for the camera.
Students will:

- Demonstrate advanced skills in film acting and directing techniques
- Demonstrate skill in analysis and interpretation of characters in film scripts
- Demonstrate advanced skill in implementing previously learned acting and film concepts
- Critically evaluate the work of classmates

Theater I – Grades 9, 10, 11, 12
Half Year - Level E .5 Credit
This course provides students with an overview of theater history and acting styles. Students will study voice, movement, character, and script analysis. The emphasis in this class will be practical and students will study and perform scenes from many different genres of theater.
Students will:

- Use voice and movement for conscious communication of thought, feeling and character
- Demonstrate skill in improvising action, dialogue and character
- Demonstrate skills of physical, emotional and social analysis through creating characters
- Critically evaluate the work of classmates

Theater II – Grades 10, 11, 12
Half Year - Level H .5 Credit
Prerequisite – Any of the following: Theater I, Children's Theater, Acting or Directing for Film
This course is designed for talented and gifted students interested in acting. Students will study and rehearse advanced techniques in voice, movement, improvisation, and character analysis. In addition they will apply critical thinking skills in text analysis study. Students should expect written assignments ranging from research reports to character and scene analysis. Enrollment is limited to those who have instructor approval.
Students will:

- Demonstrate advanced skills in improvising action, dialogue and character
- Demonstrate skill in analysis and interpretation of characters in plays
- Demonstrate advanced skill in implementing previously learned acting concepts
- Critically evaluate the work of classmates

Theater III – Grades 10, 11, 12
Full Year - Level H 1 Credit
Prerequisite – any of the following: *Theater 1, Theater 2, Children's Theater, Acting and Directing for Film, Technical Theater.*
A course of study for students interested in expanding skill and knowledge in the area of acting technique, theater as an art, Theater Design, Directing and play production . This course is designed to

provide students with experiences in all aspects of play production and to foster an appreciation of dramatic theater through instruction in theater history, the techniques of acting, dramatic interpretation, and the reading and writing of contemporary plays. Students will choose their own area of interest and concentration. Depending on their concentration , students will:

- Demonstrate advanced skills in action, dialogue and character
- Demonstrate advanced skills in Lighting, Sound, Scenery, Publicity, Costumes Makeup/Hair
- Demonstrate new techniques in directing and producing plays
- Demonstrate skill in analysis and interpretation of plays
- Demonstrate advanced skill in implementing previously learned theater concepts
- Critically evaluate the work of classmates

Specialty Electives

Unified Visual and Performing Arts— Grades 9, 10, 11, 12 (pending BOE approval)
Half Year – Level E — 0.5 Credit
This course can be taken twice for credit.
This course brings together students with special needs and their typical peers (partners) to explore creative expression through visual and performing arts. Students will engage in a range of artistic experiences—including music, drama, movement, and visual art—designed to foster collaboration, communication, and shared creation. The course emphasizes building community, developing empathy, and celebrating diverse strengths and talents while working toward common artistic goals.
Students will:

- Build meaningful social connections through shared artistic experiences between students with special needs and typical peers.
- Explore a variety of visual and performing arts disciplines to develop creative expression, confidence, and communication skills.
- Problem solve and support one another through collaborative artmaking, performance opportunities, and leadership roles.
- Participate in group showcases, performances, or exhibitions that celebrate inclusive arts education and highlight student strengths.

Adapted Visual and Performing Arts— Grades 9, 10, 11, 12 (pending BOE approval)
Half Year-Level E- 0.5 Credit
Adapted Visual & Performing Arts is designed for students in the high school SAILS Program and focuses on developing creative expression, communication, and fine/gross motor skills through a variety of art, music, drama, and movement experiences. Students in this course participate alongside their typical peers (partners) during Unified Visual & Performing Arts activities, fostering an inclusive environment that promotes confidence, collaboration, and shared artistic growth. The course emphasizes building community, exploring individual strengths, and developing perseverance, empathy, and expressive skills for all students involved.
Students will:

- Develop creative expression and confidence through participation in visual and performing arts activities.
- Interact positively and respectfully with peers during collaborative artmaking and performance

- Persevere through challenges while expanding artistic, social, and communication skills.
- Support peers through encouragement, shared creation, and inclusive artistic experiences.

Public Speaking- Grades 11, 12 (pending BOE approval)
Half Year- Level E- 0.5 Credit
This course develops students' communication and presentation skills through a focus on effective speech writing, persuasive techniques, and clear delivery. Students will engage in both theory and hands-on practice, including impromptu speaking, informative and persuasive presentations, and interview simulations. Students will build confidence, organization, and fluency in verbal and written communication.
Essential Benchmarks students will

- Demonstrate the ability to craft and deliver speeches with a clear introduction, body, and conclusion.
- Learn effective vocal variety, pacing, eye contact, and body language in their formal presentations
- Learn to adapt tone, language, and content to different audiences and purposes through persuasive, informative, and informal speeches.
- Participate in mock college or job interviews, demonstrating professional verbal responses, appropriate body language, and effective self-presentation.

World Languages

Amity High School offers students the opportunity to study Spanish, Chinese, French, and Latin. Spanish and Chinese begin in grades 7–8, while Latin and French start in grade 9. Students who succeed in one language are encouraged to explore an additional one.

These offerings reflect our belief in the importance of language learning, captured in our Philosophy Statement below.

Philosophy Statement
We are committed to providing access to high-quality, rigorous language instruction that builds real-world proficiency for all students. We believe that communication in more than one language is an essential life skill and key to understanding diverse cultures, perspectives, and ways of thinking.

Grounded in this philosophy, we strive to help all students develop the proficiencies described in the next section.

Our Students Will Be:

- Real-World Communicators: Students will produce language that is clear, accurate, and purposeful, enabling them to communicate meaningfully in authentic situations beyond the classroom.
- Creative Problem Solvers: Students will take risks by experimenting with vocabulary, structures, and strategies—such as paraphrasing or circumlocution—so they can stay in the target language even when communication becomes challenging.
- Empathizers: Students will recognize and respond appropriately to cues in conversations, demonstrating an understanding of intent, tone, and context in interactions.
- Collaborators & Global Citizens: Students will understand their role in a multilingual, interconnected world by applying social norms, working effectively with others, and valuing different perspectives.
- Interculturally Competent Individuals: Students will interact appropriately and effectively with people from other cultures by understanding both cultural practices and cultural perspectives.
- Lifelong Learners: Students will challenge themselves for continuous improvement and growth in the target language.

These outcomes guide the way we teach and support students.

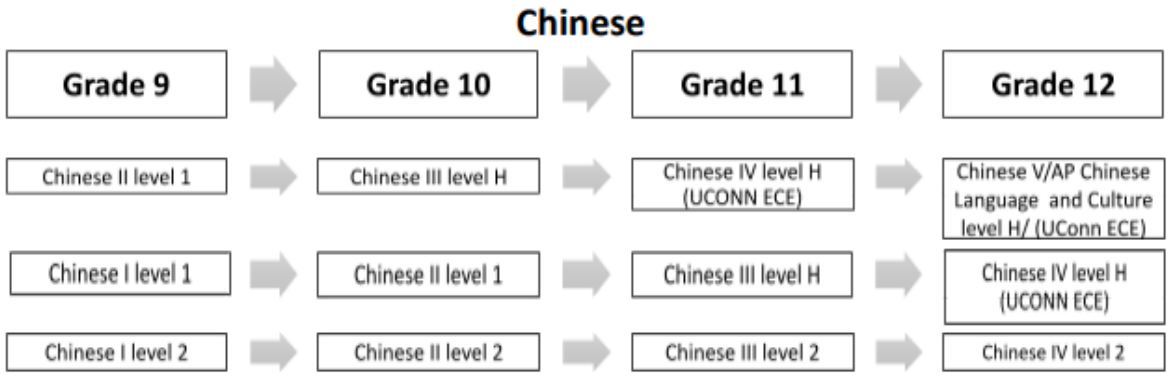
Our Commitment to Students
We commit to providing a comprehensive, engaging, and dynamic learning experience that goes beyond grammar and vocabulary. We will:

World Languages

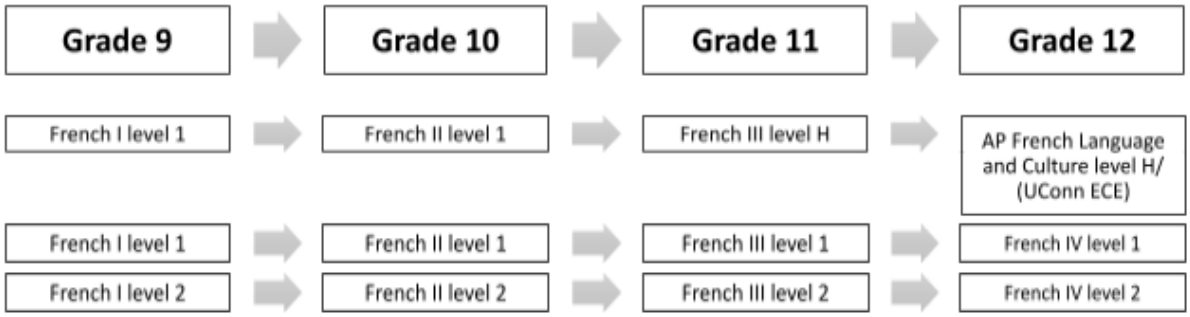
- Provide meaningful instruction, primarily in the target language, focusing on real-world application and context.
- Utilize research-based practices and high-quality instruction, built upon students' own experiences, backgrounds, and communities.
- Offer opportunities for ongoing proficiency assessment, constructive feedback, and self-reflection to guide their progress.
- Encourage interdisciplinary connections and use an authentic lens (music, food, film, etc.) with language as the unifying thread, helping students make meaningful, lasting connections.

Our aim is to prepare students for the future by developing the essential skills of an empathizer, communicator, problem-solver, collaborator, and planner; ensuring they are equipped to function effectively in a changing world.

The four-year pathways for World Language courses at Amity Regional High School are designed to meet students where they are when they enter the program. Because students come with varying levels of exposure and experience, placement may depend on prior coursework, teacher recommendations, assessments, or family input. Students with previous language study or those transferring from another district may contact their counselor to schedule a placement exam. Final placement is determined with the department chair to ensure each student starts at the level that best supports their continued growth and proficiency.

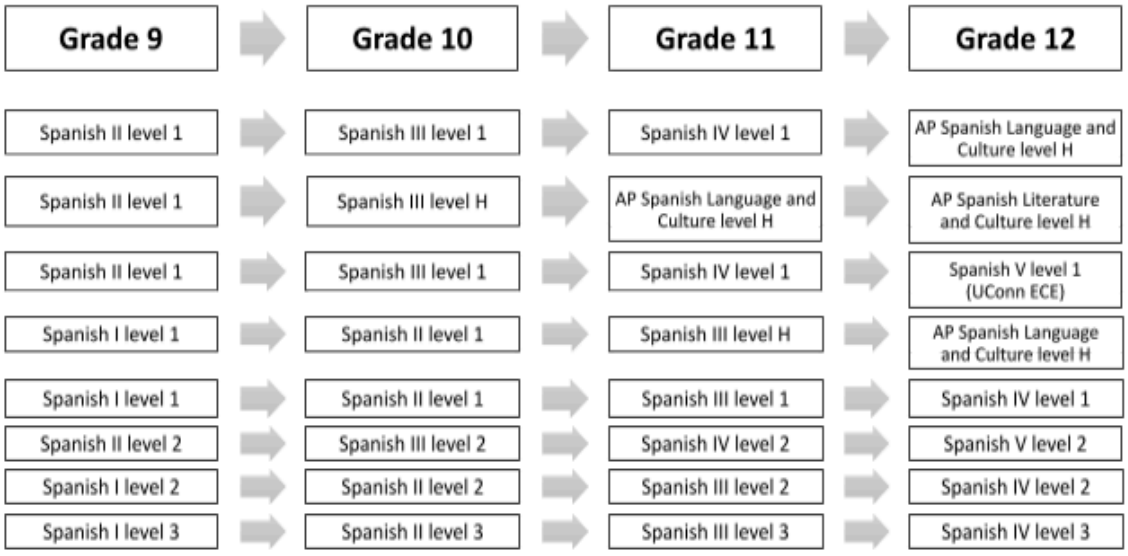


French



Latin

Spanish


Grade 9
Grade 10
Grade 11
Grade 12
Spanish II level 1
Spanish III level 1
Spanish IV level 1
AP Spanish Language and Culture level H
Spanish II level 1
Spanish III level H
AP Spanish Language and Culture level H
AP Spanish Literature and Culture level H
Spanish II level 1
Spanish III level 1
Spanish IV level 1
Spanish V level 1 (UConn ECE)
Spanish I level 1
Spanish II level 1
Spanish III level H
AP Spanish Language and Culture level H
Spanish I level 1
Spanish II level 1
Spanish III level 1
Spanish IV level 1
Spanish II level 2
Spanish III level 2
Spanish IV level 2
Spanish V level 2
Spanish I level 2
Spanish II level 2
Spanish III level 2
Spanish IV level 2
Spanish I level 3
Spanish II level 3
Spanish III level 3
Spanish IV level 3

World Languages

Chinese I - Grades 9, 10, 11, 12
Full Year – Levels 1, 2 1 Credit
In this course, students will be introduced to the interpretive, presentational, and interpersonal modes of communication in Chinese. They will do so by exploring thematic units such as greetings, numbers, Chinese Zodiac, families, pets, countries, and food. By the end of the year, Level 1 students should be able to communicate at the Novice Mid level, and Level 2 students should be able to communicate at the Novice Low to Novice Mid levels.

Chinese II - Grades 9, 10, 11, 12
Full Year – Levels 1, 2 1 Credit
Prerequisite: Chinese I or 7th and 8th grade Chinese with recommendation
Throughout this course, students will further enhance their ability to communicate in dates and birthdays, daily routines and activities, house and rooms, food and dining in a restaurant, as well as weather through the interpretive, presentational, and interpersonal modes. By the end of the year, Level students should be able to communicate at the Novice Mid to Novice High levels, and Level 2 students should be able to communicate at the Novice Mid level.

Chinese III – Grades 10, 11, 12
Full Year – Level - H, 2 1 Credit
Prerequisite: Chinese II
Chinese III LH requires a summer assignment and independent work on the part of the student.
In this course, students will continue developing their ability to communicate in Chinese through the interpretive, presentational, and interpersonal modes. Cultural and thematic topics will revolve around school life, leisure activities, hobbies, travel, medical appointments, birthdays, and holidays. Students will have access to a wide range of authentic Chinese-language resources, which will provide them with numerous opportunities to interpret and respond to Chinese speakers. By the end of the year, Level Honor students are expected to complete tasks at the Novice High level, and Level 2 students are expected to complete tasks at the Novice Mid level.

Chinese IV – Grades 11, 12
Full Year – Level - H, 2 1 Credit
Prerequisite: Chinese III
Chinese IV LH requires a summer assignment and independent work on the part of the student.
This course is offered for dual enrollment through UConn ECE (CHIN 1114 Intermediate Chinese II)
Throughout this course, students will further enhance their ability to communicate in Chinese through the interpretive, presentational, and interpersonal modes. Cultural and thematic topics will revolve around occupations, house chores, school life and exams, delicious holiday food. Students will have access to a wide range of authentic Chinese language resources, which will provide them with numerous opportunities to interpret and respond to Chinese speakers. By the end of the year, Level honor students are expected to complete tasks at the Intermediate Low to Mid levels, and Level 2 students are expected to complete tasks at the Intermediate Low level.

World Languages

Chinese V – Grades 11, 12
Full Year – Level H 1 Credit
Prerequisite: Chinese IV Level H and teacher recommendation
This course requires a summer assignment and independent work on the part of the student.
This course is offered for dual enrollment through UConn ECE (CHIN 3210—Chinese Composition and Conversation and CHIN 3211—Chinese Composition and Conversation II)
In this college-level course, students will enhance their language skills while gaining a deeper appreciation of the Chinese language and culture. Through the use of the three modes of communication in real-life situations, students will develop their understanding of Chinese culture and language to an advanced level. The course will cover various concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. By the end of the year, students are expected to complete tasks at the Intermediate Mid level.

AP Chinese Language and Culture – Grades 11, 12
Full Year – Level H 1 Credit
Prerequisite: Chinese IV Level H and teacher recommendation
This course requires a summer assignment and independent work on the part of the student.
This course is offered for dual enrollment through UConn ECE (CHIN 3210—Chinese Composition and Conversation and CHIN 3211—Chinese Composition and Conversation II)
In this college-level course, students will enhance their language skills while gaining a deeper appreciation of the Chinese language and culture. Through the use of the three modes of communication in real-life situations, students will develop their understanding of Chinese culture and language to an advanced level. The course will cover various concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. By the end of the year, students are expected to complete tasks at the Intermediate Mid level.

World Languages

French I – Grades 9, 10, 11, 12

Full Year - Levels 1, 2 1 Credit
In this course, students will be introduced to the interpretive, presentational, and interpersonal modes of communication in French. They will achieve this by exploring thematic units such as school life, food, and travel. By the end of the year, Level 1 students should be able to communicate at the Novice High level, and Level 2 students should be able to communicate at the Novice Mid level.

French II – Grades 10, 11, 12
Full Year - Levels 1, 2 1 Credit
Prerequisite: French I
Throughout this course, students will enhance their ability to communicate in French through the interpretive, presentational, and interpersonal modes. Cultural and thematic topics will revolve around schools and education in Francophone cultures, traditional dishes, sharing memories related to food, household and volunteer work, fun places to visit in francophone cities, cultures, and world travel. By the end of the year, Level 1 students should be able to communicate at the Intermediate Low to Intermediate High levels, and Level 2 students should be able to communicate at the Novice High to Intermediate Low levels.

French III – Grade 11, 12
Full Year - Level H 1 Credit
Prerequisite: French II level 1 and teacher recommendation
In this course, students will continue developing their ability to communicate in French through the interpretive, presentational, and interpersonal modes. Cultural and thematic topics will revolve around art, volunteering, global citizenship, family, and 'Le Petit Prince.' Students will have access to a wide range of authentic French language resources, which will provide them with numerous opportunities to interpret and respond to Francophone speakers. By the end of the year, students are expected to complete tasks at the Intermediate High level, to an Advanced Low level.

French III – Grades 11, 12
Full Year – Level 1, 2 1 Credit
Prerequisite: French II
In this course, students will continue developing their ability to communicate in French through the interpretive, presentational, and interpersonal modes. Cultural and thematic topics will revolve around school life, family, work, and global citizenship. Students will have access to a wide range of authentic French language resources, which will provide them with numerous opportunities to interpret and respond to Francophone speakers. By the end of the year, students should be able to communicate at the Intermediate Low level.

World Languages

French IV, Advanced Placement Language – Grade 12
Full Year - Level H 1 Credit
Prerequisite: French III level H and teacher recommendation
This course requires a summer assignment and independent work on the part of the student.
This course is offered for dual enrollment through UConn ECE (FREN: 3250 Global Culture)
In this college-level course, students will enhance their language skills while gaining appreciation of the French language culture. Through the use of the three of communication in real-life situations,will develop their understanding of cultural comparison and to an advanced level. The course will cover various concepts related to family and personal and public identities, aesthetics, science and technology,life, and global challenges. Byend of the year, students are expected to complete tasks at an advanced level.

French IV- Grade 12
Full Year – Levels 1, 2 1 Credit
Prerequisite: French III
In this college-level course, students will improve their language skills while gaining an appreciation of the French language culture. Through the use of the three of communication in real-life situations,will develop their understanding of culture and language to a level. The course will cover various topics related to family and communities, and public identities, beauty and, science and technology,life, and global challenges. Beyond of the year, students are expected to do tasks at the Intermediate High level.

Latin I – Grades 9, 10, 11, 12
Full Year - Level 1 1 Credit
In this course, students will be introduced to the interpretive mode of written communication in Latin. They will do so by exploring themes such as daily life in ancient Rome, the influence of Latin on modern languages, and the contextualization of the larger ancient Roman world through grammatically organized units. To enhance their learning experience, they will be exposed to authentic Latin language resources, including inscriptions and simple excerpts of literature, which will provide ample opportunities for them to interpret Latin texts. By the end of the year, students are expected to complete tasks at the Novice High level.

Latin II – Grades 10, 11, 12
Full Year - Level 1 1 Credit
Prerequisite: Latin I
In this course, students will continue their ability in the interpretive mode of written communication in Latin. They will explore themes such as daily life inRome, the influence of Latin on languages, and the contextualization of the larger ancient Roman world throughout organized units. To enhance learning experience, they will be exposed to authentic Latin language resources,inscriptions, excerpts of literature, and letters, which will provide ample time for them to interpret Latin texts.the end of the year, students are expected to complete tasks at the Intermediate High.

World Languages

Latin III – Grades 11, 12
Full Year - Level H 1 Credit
Prerequisite: Latin II and teacher recommendation
In this course, students will continue developing their ability in the interpretive mode of written communication in Latin. They will do so by exploring themes such as political vs. military power, civil war and civic unrest, love and interpersonal relationships, and the place of mythology and philosophy in culture throughout units organized by authentic Roman authors. To enhance their learning experience, the focus of the course is on authentic Latin language resources and literature, which will provide ample opportunities for them to interpret Latin texts. By the end of the year, students are expected to complete tasks at the Advanced Mid level.

Latin III – Grades 11, 12
Full Year - Level 1 1 Credit
Prerequisite: Latin II
In this course, students will continue developing their ability in the interpretive mode of written communication in Latin. They will do so by exploring themes such as political vs. military power, civil war and civic unrest, love and interpersonal relationships, and the place of mythology and philosophy in culture throughout units organized by authentic Roman authors. To enhance their learning experience, the focus of the course is on authentic Latin language resources and literature, which will provide ample opportunities for them to interpret Latin texts. By the end of the year, students are expected to complete tasks at the Advanced Low level.

Latin IV Advanced Placement – Grade 12
Full Year - Level H 1 Credit
Prerequisite: Latin III H and teacher recommendation
This course requires a summer assignment and independent work on the part of the student.
This course is offered for dual enrollment through UConn ECE (CAMS 3102: Topics in Advanced Latin)
In this course, students will continue developing their ability in the interpretive mode of written communication in Latin. They will do so by exploring themes such as literary style and genre, Roman values, war and empire, leadership, views of non-Romans, history and memory, and human beings and the gods throughout units organized by the authentic Roman authors Caesar and Vergil. To enhance their learning experience, the focus of the course is on authentic Latin language resources and literature, which will provide ample opportunities for them to interpret Latin texts. By the end of the year, students are expected to complete tasks at the Advanced High level.

Latin IV – Grade 12
Full Year - Level 1 1 Credit
Prerequisite: Latin III
This course requires a summer assignment and independent work on the part of the student.
In this course, students will continue developing their ability in the interpretive mode of written communication in Latin. They will do so by exploring themes such as literary style and genre, Roman values, war and empire, leadership, views of non-Romans, history and memory, and human beings and the gods throughout units organized by the authentic Roman authors Caesar and Vergil. To enhance their learning experience, the focus of the course is on authentic Latin language resources and literature,

which will provide ample opportunities for them to interpret Latin texts. By the end of the year, students are expected to complete tasks at the Advanced Mid level.

Spanish I – Grades 9, 10, 11, 12
Full Year - Level 1, 2 1 Credit
In this course, students will be introduced to interpretive, presentational, and modes of communication. They will do so by exploring themes such as greeting/farewell, pastime, school, family heritage, food/eating habits, and habits. By the end of the year, Level 1 should be able to communicate at the low level, and Level 2 students be able to communicate at the Novice Level.

Spanish I – Grades 9, 10, 11, 12
Full Year - Level 3 1 Credit
In this course, students will be introduced to interpretive, presentational, and modes of communication. They will do so by exploring themes such as greetings and introductions, talking about themselves and their friends; activities they like to do, school life, their family and their house. By the end of the year, students are expected to be able to demonstrate evidence of performance at the Novice Low to Novice Mid levels.

Spanish II – Grade 9, 10, 11, 12
Full Year – Level 1 1 Credit
Prerequisite:8th grade advanced Spanish or Spanish I level 1, and teacher recommendation
Throughout this course, students will further enhance their ability to communicate in Spanish through the interpretive, presentational, and interpersonal modes. Cultural and thematic topics will revolve around sports, food, and shopping. By the end of the year, students are expected to complete tasks at the Intermediate Low level.

Spanish II – Grade 9, 10, 11, 12
Full Year - Level 2 1 Credit
Prerequisites: Spanish I or successful completion of 8th grade Spanish
Throughout this course, students will further enhance their ability to communicate in Spanish through the interpretive, presentational, and interpersonal modes. Cultural and thematic topics will revolve around personal and public identities related to school, families and routines, communities we live in, holidays and celebrations, clothing, and food. By the end of the year, students will be able to communicate at the novice to intermediate level.

Spanish II – Grade 9, 10, 11, 12
Full Year - Level 3 1 Credit
Prerequisites: Spanish I L3
Throughout this course, students will further enhance their ability to communicate in Spanish through the interpretive, presentational, and interpersonal modes. Cultural and thematic topics will revolve around clothing, weather, and food. By the end of the year, students are expected to be able to demonstrate evidence of performance at the Novice Mid to Novice High levels.

World Languages

Spanish III– Grades 10, 11, 12
Full Year - Level H 1 Credit
Prerequisite: Spanish II L1 and teacher recommendation
This course requires a summer assignment.
In this course, students will continue developing their ability to communicate in Spanish through the interpretive,
presentational, and interpersonal modes. Cultural and thematic topics will revolve around family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. Students will have access to a wide range of authentic language resources, which will provide them with numerous opportunities to interpret and respond to Spanish speakers. By the end of the year students are expected to complete tasks at the Intermediate Mid level.

Spanish III – Grades 10, 11, 12
Full Year - Level 1 1 Credit
Prerequisite: Spanish II
In this course, students will continue their ability to communicate in Spanish through the interpretive, presentational, and interpersonal modes. Cultural and thematic topics will revolve around childhood, sustainability, and family heritage. Students will have access to a wide range of authentic Spanish language resources, which will provide them with numerous opportunities to interpret and respond to Spanish speakers. By the end of the year, students are expected to complete tasks at the Intermediate Mid level.

Spanish III – Grades 10, 11, 12
Full Year - Level 2 1 Credit
Prerequisite: Spanish II
In this course, students will continue their ability to communicate in Spanish through the interpretive, presentational, and interpersonal modes. Cultural and thematic topics will revolve around the life of young adults, digital citizenship, maintaining a healthy lifestyle, and environmental footprint. Students will have access to a wide range of authentic language resources, which will provide them with numerous opportunities to interpret and respond to Spanish speakers. By the end of the year, students should be able to communicate at the Intermediate level.

Spanish III – Grades 10, 11, 12
Full Year - Level 3 1 Credit
Prerequisite: Spanish II
In this course, students will continue their ability to communicate in Spanish through the interpretive, presentational, and interpersonal modes. Cultural and thematic topics will revolve around their own preferences, families, communities, homes,professions, and sports. Students will have access to a wide range of authentic Spanish language resources, which will provide them with numerous opportunities to interpret and respond to Spanish speakers.
By the end of the year, students are expected to be able to demonstrate evidence of performance at the novice to intermediate levels in different modes of communication.

World Languages

Spanish IV - Grades 11, 12
Full Year – Level 1 1 Credit
Prerequisite: Spanish III L1
Throughout this course, students will further enhance their ability to communicate in Spanish through the interpretive, presentational, and interpersonal modes. Cultural and thematic topics will revolve around friendship, rights and identities, linguistic diversity in the Spanish-speaking world, natural disasters, the environment, heroes, and art. By the end of the year, students are expected to complete tasks at the Intermediate to Advanced levels.

Spanish IV - Grades 11, 12
Full Year - Level 2 1 Credit
Prerequisite: Spanish III
Throughout this course, students will further enhance their ability to communicate in Spanish through the interpretive, presentational, and interpersonal modes. Cultural and thematic topics will revolve around friendship and communication, art, style, design, cultural identity, global citizenship, education, local community, global community, challenges, health, and technology. Students will have access to a wide range of authentic Spanish language resources, which will provide them with numerous opportunities to interpret and respond to Spanish speakers. By the end of the year, students should be able to communicate at the Intermediate level.

Spanish IV - Grades 11, 12
Full Year - Level 3 1 Credit
Prerequisite: Spanish III
Throughout this course, students will further enhance their ability to communicate in Spanish through the interpretive, presentational, and interpersonal modes. Cultural and thematic topics will revolve around friendship and family, local community, global community, technology, and the environment. Students will have access to a wide range of authentic Spanish language resources, which will provide them with numerous opportunities to interpret and respond to Spanish speakers. By the end of the year, students are expected to be able to demonstrate evidence of performance at the Intermediate level.

Spanish V - Grade 12
Full Year – Level 1 1 Credit
Prerequisite: Spanish IV and teacher recommendation
This course is offered for dual enrollment through UConn ECE (SPAN 3178: Intermediate Spanish Composition and SPAN 3179: Spanish Conversation: Cultural Topics)
In this college-level course, students will enhance their language skills while gaining a deeper appreciation of the Spanish language and culture. Through the use of listening, speaking, reading and writing, students will develop their understanding of the culture and history in many Spanish speaking countries at an advanced level. In this course, students will study history, geography, and analyze literature and movies in the target language. The course focuses primarily on writing and speaking in Spanish. We discuss a variety of themes in each unit, including the role of women, social injustice and social classes.By the end of the year, students are expected to complete tasks at the Intermediate Mid to Advanced Low levels.

World Languages

Spanish V – Grade 12
Full Year - Level 2 1 Credit
Prerequisite: Spanish IV
This course builds off of the skills targeted in Spanish IV. Cultural and thematic topics include Hispanic and Latino cultural history, literary movements in historical context, environmental and society concerns, and legends. Students will have access to a wide range of authentic Spanish language resources, which will provide them with numerous opportunities to interpret and respond to Spanish speakers. By the end of the year, students should be able to communicate at the Intermediate Mid level.

AP Spanish Language and Culture – Grade 11, 12
Full Year - Level H 1 Credit
Prerequisite: Spanish III LH or Spanish IV L1 and teacher recommendation
This course requires a summer assignment and independent work on the part of the student.
In this college-level course, students will enhance their language skills while gaining a deeper appreciation of the Spanish language and culture. Through the use of the three modes of communication in real-life situations, students will develop their understanding of Spanish culture and language to an advanced level. The course will cover various concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. By the end of the year, students are expected to complete tasks at the Advanced Low level.

AP Spanish Literature – Grade 12
Full Year - Level H 1 Credit
Prerequisite: AP Spanish Language and teacher recommendation
This course requires a summer assignment and independent work on the part of the student.
In this college-level course, students will enhance their language skills while gaining a deeper appreciation of the Spanish language and culture. Through the use of the three modes of communication in real-life situations, students will develop their understanding of Spanish culture and language to an advanced level. The course will cover various concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. By the end of the year, students are expected to complete tasks at the Advanced Low level.

Inter-Disciplinary

If you Love It, Teach It- Grades 11, 12
Half Year- L1 .5 Credit
This course is offered for dual enrollment through UConn (EDCI 1100)

This is an educational foundations survey course for those who are interested in learning more about the landscape of K12 education and how to connect their passions to it. If You Love it, Teach It engages students interested in working in K12 settings in studies about teaching, learning, and schooling in the United States. It explores teaching and learning as processes that can relate to personal passions as well as how those passions are shaped, cultivated, or denied in different educational contexts. Course topics will include introductions to historical, philosophical, and social foundations of education, as well as how those foundations and personal passions relate to teaching as a profession, school organization, educational reform, and the reimagining of educational futures.

Introduction to Special Education- Grades 11, 12
Half Year- L1 .5 Credit
This course is offered for dual enrollment through UConn (EPSY 1100)

This is an introductory course for those interested in the teaching profession and want to learn more about special education. Students will become familiar with the history, laws, regulations and concepts related to exceptional students and special education in American schools. They will gain an understanding of the characteristics of certain exceptionalities and how these characteristics might impact student learning. Students will explore their own attitudes regarding exceptional students and people with disabilities and gain an understanding of the roles of various professionals in working with exceptional students in American schools.

Special Programs

School Choice

The Connecticut State Board of Education offers parents and students choices among a range of educational programs and settings to maximize the opportunity for each student to achieve his/her highest potential. The options offered to Amity students through this program include magnet, charter and vocational-technical schools, Open Choice, inter-district programs and vocational agricultural centers. Students interested in enrolling in one of these programs can obtain information from the Amity Counseling Department or the CT State Board of Education.

Educational Center for the Arts (ECA)

The Educational Center for the Arts offers programs in dance, music, creative writing, and theater and visual arts. The curriculum is designed to develop student talent by placing students in courses or projects where they work as an artist with a professional artist/teacher to achieve balance in developing technical skills, imagination and critical thinking skills. Amity students enroll in this program as their 5th and 6th class and attend ECA in the afternoon. ECA is a full year, 3 credit honors course open to students in grades nine through twelve. Information on this program is available from the ECA counselor liaison in the Amity Counseling Department.

Independent Study

Juniors and seniors may apply for the Independent Study Program. After review and approval by a faculty committee, the student begin an in-depth study of the approved subject under the supervision of a faculty sponsor. Independent study projects cannot overlap or duplicate material in the high school curriculum. They also cannot be used to fulfill a graduation or distribution requirement. Independent study may be done for one semester or for the full year. Students completing a full year study will receive 1 credit and .5 for one semester study. Honors or Level 1 credit is awarded for successful completion of the project. Students should see their school counselor for more information.

Community Service Program

In certain circumstances, the Community Service Program may be an option for students to receive credit. This program provides students with an opportunity to try different volunteer activities, group fundraising and individual service projects. Students must complete sixty (60) hours of volunteer work per semester to receive .5 credits and receive administrative approval prior to beginning. Previous hours do not qualify. The credit option cannot be used as sixth class. Credit is awarded as Pass/Fail. There is a 1 credit max for this program. All community service projects must be supervised by an adult who is not a family member. Hours completed in this program cannot be applied to the Community Service Distinction program.

Unpaid Experiential Learning Program

Second-semester seniors have the opportunity to participate in the UELP, a program designed to bridge classroom learning with real-world experience. Seniors complete their formal coursework in May and then begin a hands-on work experience at a site of their choice. Contracts are due in March, and eligibility requires students to be in good academic and behavioral standing. Participants will present their learning through a culminating project given at the Presentation Forum in June. For more details, visit the Career Center.

Special Programs

THREE ALTERNATIVE ROUTES TO A HIGH SCHOOL DIPLOMA

Hamden Adult Education

Students may earn an Amity Adult Education diploma by attending night classes at Hamden High School. This program is well suited for students who need credits for graduation but want or have a job during the day. The course of studies is tailored to the individual to help students earn their diploma as quickly as possible. Courses are offered in English, Math, Social Studies & Science. This program is *free* to Amity students. To enroll in this program, students first must withdraw from Amity High School, and then register in person at Hamden Adult Education. Students who complete this program *earn an Amity diploma* Information about this program can be obtained on the web (http://www.hamdenadulted.org/) or by calling 203-407-2028. Registration for this program occurs several times during the school year.

GED (General Educational Development) Tests

Students may earn their high school equivalency diploma by taking and passing the GED **(General Educational Development) Tests. The GED tests consist of five sections:** Language Arts/Writing Skills, Social Studies, Science, Language Arts/Reading and Mathematics. Exams are offered monthly through the Hamden Adult Education Program at Hamden High School, but one must register three weeks in advance of the exam. It is possible for students to obtain their GED diploma within a month if they pass all five sections of the GED. Students can prepare independently for the GED, but are advised to take a practice test to find out what areas they may have to study in order to pass this test. Students also may enroll in the free course to prepare for the GED. To take the GED test, individuals must be age 17 or older & withdrawn from high school. To be eligible to take the GED, those under age 19 must provide their high school transcript and proof that they have been withdrawn from school for at least 6 months or that their high school class has already graduated. There is a fee to take the GED. Call 203-773-9211 at Hamden High School to register for the GED or the free test prep course.

Job Corps

Job Corps is the nation's largest technical training and education program for young people at least 16 years of age that qualify as low income. A voluntary program administered by the U.S. Department of Labor, Job Corps provides eligible young people with the opportunity to gain the experience they need to begin a career or advance to higher education.

Job Corps is a free education and vocational training program designed to help students' ages 16-24 earn a high school diploma or GED, learn a trade, take college prep courses, obtain a driver license and get help finding a good job, make more money, and take control of their lives. Job Corps has more than one hundred campuses throughout the United States. Students receive housing, meals, basic health care, a living allowance, training and preparation for a career, all at no coast. In addition, Job Corps provides career counseling and transition support to students for up to 21 months after graduation from this program. Resources are available for English language learners. Job Corps is based on the principles of quality services and individual instruction to meet students' needs. It offers career training in more than 100 occupation areas, including automotive and machine repair, construction, finance and business services, health care, hospitality, information technology, manufacturing, renewable resources and more. All training programs are aligned with industry certifications and are designed to meet the requirements of today's careers.

Visit the Job Corps website: (http://www.jobcorps.gov) or call (800) 733-JOBS or (800) 733-5627 to learn more about Job Corps, be referred to an admissions counselor closest to where one lives and obtain an information packet.